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ABSTRACT

This packet assists Michigan teachers in improving writing instruction and student performance based on a better understanding of the holistic scoring guides used for the Michigan Educational Assessment Program (MEAP) grades 5, 8, and 11 High School Proficiency Test (HPST) writing tests. The packet includes actual scored student papers (released anchor papers) using the MEAP grades 5, 8, and 11 writing assessment holistic scoring guides. Teachers may use the information and the released anchor papers in this packet in planning for instruction. Also, this packet may be used with students, parents, school board and the community. The released anchor papers are annotated with explanations of the scores. Also included in this packet is background information, the description and writing prompt for each test, and advice how to use the anchor papers appropriately. (RS)

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Michigan Educational Assessment Program

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GRADES 5, 8, AND 11

Released Writing Anchor Papers

Michigan Writing Assessments

CS 216 687

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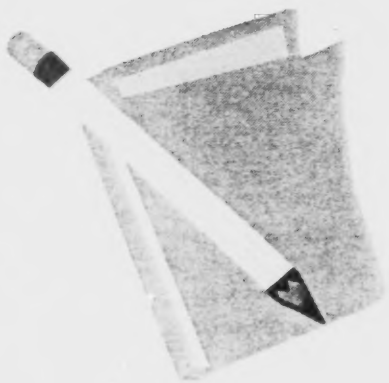
SECTION I:

PURPOSE/ INTRODUCTION



PURPOSE

This packet has been prepared by Michigan educators and the Michigan Department of Education (MDE) to assist Michigan teachers in improving writing instruction and student performance based on a better understanding of the holistic scoring guides used for the Michigan Educational Assessment Program (MEAP) grades 5, 8, and 11 (HSPT) writing tests. This packet includes actual scored student papers (released anchor papers) using the MEAP grades 5, 8, and 11 writing assessment holistic scoring guides. The released anchor papers are the same anchor papers that are included in the CD-ROM software entitled *NCS Mentor for Michigan Writing Assessments* (see page 4 for more information).

Teachers may use the information and the released anchor papers in this packet in planning for instruction. Also, this packet may be used with students, parents, school board and the community. The released anchor papers are annotated with explanations of the scores. Also included in this packet is background information, the description and writing prompt for each test, and how to use the anchor papers appropriately.

This packet is designed to assist with improving instructional delivery and as a result improve student performance. The MDE hopes this resource will assist Michigan teachers in accomplishing these goals. Districts are encouraged to create copies of the packet for educational purpose.

HISTORY

The Michigan Writing Assessments, administered at grades 5, 8, and 11, are based on research conducted during the last 20 years with professional and student writers. Research has shown that significant writing (thoughtful writing that develops a central idea) is not simply a 2-step process of first thinking what to say and then writing it down. Instead, writers often use discussion and writing about the topic as a means of discovering ideas and insights. As they write, they may at any point circle back to add information or ideas, rethink how the ideas are organized, or select more precise language. Writing, therefore, is a recursive process of thinking and composing meaning.

The process of writing usually results in a written product that is composed for a specific audience to accomplish a specific purpose. Writing can be used to (1) reflect on and explore ideas, (2) create knowledge and meaning, (3) communicate ideas, and/or (4) validate learning (*Assessment Framework for the Michigan High School Proficiency Test in Communication Arts: Writing*).

To the extent possible within a standardized test format, the Michigan Writing Assessments have been developed to mirror the writing process as it occurs in Michigan classrooms. That is, the tests at grades 5 and 8 give students the chance to discuss the topic with classmates to spark ideas. The tests at 5, 8 and 11 all provide adequate time for writing and revising a draft and producing a final, polished paper. They also allow students to use dictionaries and reference handbooks.

HOLISTIC SCORING

What Is Holistic Scoring?

Holistic scoring assumes that every element of a piece of writing influences the reader simultaneously. Holistic scoring is the method by which trained readers evaluate a piece of writing for its overall quality. Although Michigan recognizes that writing is made up of

many separate features, Michigan also recognizes that in the act of reading one takes in texts as a whole. Accordingly, holistic scorers are trained to form an impression of how well a piece of student writing communicates meaning by reading it through carefully and scoring it as a whole without attempting to quantify particular strengths or weaknesses.

History of Holistic Scoring

Holistic scoring is a process that has been used for over twenty years.[1] Hundreds of highly experienced test developers have used and refined holistic scoring techniques so that once readers have had some training and practice, they are able to agree on scores quite easily. This kind of agreement among trained readers makes the process a highly reliable form of scoring. Thirty-four states now have statewide writing assessments, and virtually all of them use scoring methods similar to those used in Michigan.

Readers/Scorers

Although anyone who is a good reader can be a good holistic scorer, it is important to note that holistic scoring is a discipline that requires training, practice, monitoring, and experience in order to be mastered. Training and practice are necessary to insure that the impressions formed by every reader are in accord with a common scoring guide.

Effect on Instruction

In addition to its reliability in assessment situations, holistic scoring has beneficial effects on teaching and learning because it is by nature positive. The scorer rewards what is good in an essay instead of taking points off because of lapses.

This positive aspect of holistic scoring is helpful to students when they realize their writing is expected to communicate meaning effectively. Lapses from the conventions of good writing become a problem because they interfere with effective communication, not because they break the rules. Once students understand they are writing in order to generate and communicate meaning effectively to a reader who is trained to respond accordingly, it should be easier for them to take control of such elements of writing situations as audience, voice, and design.

Teachers also benefit because holistic scoring does not favor any format, genre, or style. Thus, teachers are free to try any of thousands of ways to help their students generate and communicate meaning effectively.

Difference Between Grading and Holistic Scoring

Holistic scoring is not a substitute for classroom grading. When classroom teachers become holistic scorers, they need to shift gears in order to score fairly and consistently. An individual teacher's expectations for student performance apply only to the classroom; in the holistic scoring situation those expectations must be replaced by the criteria in the scoring guide. In the classroom, final authority resides with the teacher; in the holistic scoring session, authority resides with the consensus formed by a group of experienced Michigan teachers on the Range-Finding Committee. Holistic scorers need to adapt to that consensus.

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[1] Diederich, Paul. *Measuring Growth in English*. Urbana, Ill.: National Council of Teachers of English (NCTE), 1974.
Hillocks, George, Jr. *Research on Written Composition*. Urbana, Ill.: NCTE, 1986.

READER BIAS

Part of the reader training process requires the elimination of personal factors that may affect a reader's perception of student writing.[2] Here are some types of bias which people scoring the student papers are trained to avoid.

Appearance. This is not an assessment of penmanship. If the handwriting is difficult, the readers must go slower or hand the paper to another reader. Furthermore, readers must not draw conclusions from the style of penmanship. A neat hand does not necessarily indicate good organization, and a sloppy hand does not necessarily indicate a sloppy text. Nor may any other feature of the appearance of the text such as titles, sub-titles, margins, cross-outs, editorial marks, or bubbled insertions have an influence on the reader's judgment.

Repetition. Over the course of several days readers will encounter papers that take the same approach, tell the same kinds of stories, make the same points as hundreds of previous ones. Readers are trained to assume the freshness of every paper. On the other hand, a paper that avoids the common responses should not be scored higher or lower simply because it varies from the routine.

Disturbing or offensive content. Vulgar language, a sexist or racist point of view, or a naive approach to the topic must not affect the score. Readers should not allow a student's lifestyle or maturity level to influence them either positively or negatively.

Response to prompt. The scoring guide is silent about specific content. It calls for a judgment about how well the content is developed and articulated. There are no right or wrong responses.

Pet peeves. Readers should not bring their own stylistic biases into the assessment. The scoring guide does not prescribe or reward any particular approach, genre, or tone. Furthermore, readers must suppress personal stylistic preferences while scoring. The use of first or second person, beginning a sentence with "And" or "But," having a certain number of paragraphs, not using a thesis sentence, using a cliché, etc., are examples. On the other hand, a single well-turned phrase or well chosen word or poignant example should be appreciated only to the extent that it affects the whole presentation.

Writer personality. The ability of student writers to write with a voice is more important than what the voice is. If they come across as brash, sassy, cute, honest, clever, or whatever, readers should not be influenced either positively or negatively.

Axes to grind. Individuals who are unable to accept the scoring guide, the choice of anchor papers, the holistic scoring method, or the Michigan Educational Assessment Program (MEAP) must not serve as scorers.

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[2] The people who actually score the student papers are referred to as "readers."

NCS MENTOR FOR MICHIGAN WRITING ASSESSMENTS

The Michigan Department of Education and National Computer Systems (NCS) have developed a CD-ROM computer program primarily for K-12 teachers and students. Parts of the program will be of interest to local board of education members, curriculum directors, parents, and community members.

This interactive mentoring program will enable one to better understand and apply the 4-point scale used in the holistic scoring of the Michigan Writing Assessments; view a full range of writing samples exactly as they were produced by Michigan students; discover how writing samples may be scored consistently and reliably using the methods of holistic scoring; and have access to a wide range of classroom resources about the teaching and learning of writing, including teaching strategies that reflect best classroom practice and writing strategies that strengthen writing.

While the user will not be going through the extensive process that is required for professional scorers, this software program will help build an understanding of the major aspects of holistic scoring. By focusing on the way that the Michigan writing assessments are scored, one will gain a new perspective on student writing and become more proficient in holistic scoring. This can be directly translated into helping students improve their writing skills.

All of the anchor papers included in this packet are the identical ones included in the CD-ROM software. This packet, however, does not include the practice and verification sets of papers that are in *NCS Mentor for Michigan Writing Assessments*. These papers can further assist with understanding the Michigan 4-point holistic scoring guide.

This program can be purchased by contacting Lynn Zaback at National Computer Systems (NCS), 1-800-662-0727.

APPROPRIATE USE OF THE GRADES 5, 8, AND 11 ANCHOR PAPERS

Holistic Scoring Activity

This activity may be used with teachers, students, administrators, parents, school board members and community members to help participants to better understand the Michigan holistic scoring guides in an activity that is similar to what takes place during range-finding meetings.

Preparing for the Activity

Prepare for the session by duplicating unannotated copies of the anchor papers included in this document and the scoring guide(s) for each small group planned.

Divide participants into groups (maximum of 10).

Choose a recorder.

(If the recorder is not familiar with the scoring guide they would only record the participants scores.)

1. Participants need to familiarize themselves with the test by reading the directions, and familiarize themselves with the topic/prompt used on the writing assessment.

2. Participants should review the scoring guide and participate in a group discussion by using one annotated anchor paper for each score point.

3. Participants independently practice scoring the remaining papers in the packet while continually referring to the scoring guide and the annotated papers used in step 2 above.

4. The recorder records each person's score for each paper on a chart (see page 6). (The table leader asks for each person's score on the first paper before the scores are logged for the second paper. This process is repeated until the scores of all the papers are recorded.)

5. Group discussion is facilitated by selecting a paper which the majority of the group agrees on the score. Members of the group take turns reading the papers aloud. The group leader or table leader then facilitates a discussion on the paper until consensus on a score is reached. This process is continued until all of the papers are read and discussed.

6. Participants then review the annotated copies of the anchor papers.

7. Group discussion on the annotated copies is facilitated with reference to the scoring guide.

8. Participants can be guided to discuss implications for instruction.

Grade Level: _____

ANCHOR PAPERS
SCORING PRACTICE

	Anchor Paper Numbers									
Name	1	2	3	4	5	6	7	8	9	Comments

SECTION II:

GLOSSARY/ BIBLIOGRAPHY

GLOSSARY OF SCORING TERMS

Adjacent Scores: When two scores assigned to a writing sample are within one score point of each other; for example, a paper given a score of "4" by one scorer and a "3" by another.

Anchor Papers: Student-produced writings on a specific topic that exemplify the score standards for each level on the scoring guide.

Annotation: The explanation on training papers which supports the consensus score.

Central Idea: The main theme or focus of a piece of writing.

Consensus Score: The score determined by consensus of the range-finding committee.

Conventions: Commonly accepted rules of edited American English (e.g., spelling, usage, capitalization, punctuation, and variation in sentence structure.

Development: Specifics such as ideas, details and examples used to illustrate or support the points made in a piece of writing.

Draft: A preliminary version of a piece of writing.

Final Copy: The scored copy of a student's writing.

Focus: Writer's use of various techniques to help the reader attend to the central idea of a piece of writing.

Holistic Scoring: The method by which trained readers evaluate a piece of writing for its overall quality.

Non-adjacent Scores: When two scores assigned to a writing sample are not exact or within one score point of each other; for example, a paper given a score of "4" by one scorer and a "2" by another.

Non-scorable: The category into which papers fall that cannot be scored because they are illegible, blank, off-task or off-topic, or written in a language other than English.

Off-task Or Off-topic: A paper that has not responded in any way to the given writing topic/prompt.

Organization: Choices made by the writer about how to present information and ideas in relationship to audience and purpose.

Perfect Agreement Or Exact Scores: When two scores assigned to a writing sample by different readers are the same.

Range Finding: A process in which a group of experts score and discuss student papers in order to come to consensus about how to apply the scoring guide. The scored papers are usually then used to make practice sets. Michigan teachers are members of the Michigan Range-Finding Committees.

Reader: Also called a *scorer*, a person trained to apply the holistic scoring process to student writing.

Reader Bias: Personal factors that may affect a reader's scores. Part of the purpose of training scorers is to train them to put aside reader bias and score consistently with the rubric.

Scoring Guide: Scoring criteria at each score point of the scale.

Surface Feature Errors: Errors that cannot be identified when a text is read aloud, such as spelling and punctuation errors, capitalization, and indenting.

Variable Sentence Structure: Use of a variety of sentence patterns, rather than just simple subject/verb sentences or one repeated pattern.

Voice: A sense of personality or individuality that is the effect of all of the many aspects of a piece of writing, including word choice, tone, sentence variety, etc.

Writing Process: The typical tasks that are used in the development of a piece of writing, including prewriting, drafting, revising, editing/proofreading, and publishing.

Writing Topic/Prompt: Writing task that states the subject and purpose of the piece of writing and the directions that initiate a written response.

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Calkins, Lucy. ***The Art of Teaching Writing.*** *New Edition. Portsmouth, NH: Heinemann, 1994.* This revised and expanded version of Calkins' classic text is worth its weight in gold for teachers in elementary grades, and quite useful for secondary teachers, too. Calkins has modified and clarified her perspective on the teaching of writing as a result of 10 more years of work in classrooms. The book includes chapters on assessment, thematic instruction, non-fiction writing, home-school connections, and curriculum.

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Graves, Donald H. ***Investigate Nonfiction.*** *Portsmouth, NH: Heinemann, 1989.* This book focuses on a variety of classroom experiences that strengthen children's informative writing skills.

Harwayne, Shelley. ***Lasting Impressions: Weaving Literature into the Writing Workshop.*** *Portsmouth, NH: Heinemann, 1992.* In this book, Harwayne examines the various roles literature can play in an elementary or middle school classroom. She also describes how careful, strategic use of literature can help students grow as writers. She discusses how to build a classroom community using notebooks, book talks, genre studies, etc.

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Graves, Donald H., and Bonnie S. Sunstein, eds. ***Portfolio Portraits.*** *Portsmouth, NH: Heinemann, 1992.* Written by practitioners at all levels, this book explores the possibilities for learning and teaching inherent in student-owned portfolios. A chapter by Graves on helping students learn to read their own work critically is a highlight.

Spandel, Vicki, and Richard J. Stiggins. ***Creating Writers: Linking Assessment and Writing Instruction.*** *New York: Longman, 1990.* This book provides helpful background in understanding how holistic scoring of writing works. The authors also describe a range of other scoring procedures and describe how scoring rubrics can be used to help students become able to assess their own writing independently.

Tierney, Robert J.; Mark A. Carter, and Laura E. Desai. ***Portfolio Assessment in the Reading/Writing Classroom.*** *Norwood, MA: Christopher-Gordon Publishers, 1991.* The book begins with an overview of the causes behind the push for authentic assessment, then moves into practical discussion of literacy portfolios K-12.

ADDITIONAL RESOURCES

Assessment Framework for the Michigan High School Proficiency Test in Communication Arts: Writing. *(1993). Michigan Educational Assessment Program (MEAP), Michigan Department of Education, P.O. Box 30008, Lansing, Michigan 48909.* Written under contract with the Michigan Council of Teachers of English, this document describes the writing Michigan students can be expected to do, the assessment plan for the HSPT, and the specifications for testing writing.

Michigan Curriculum Framework, *(1996). Michigan Department of Education, P.O. Box 30008, Lansing, Michigan 48909.* The framework includes resources needed to develop a standards-based curriculum.

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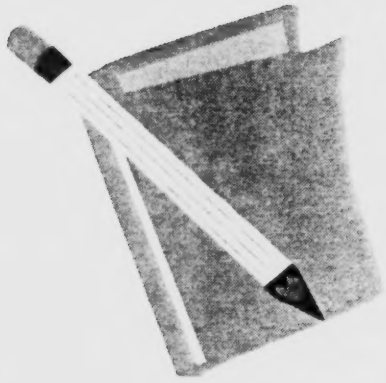
SECTION III:

GRADE 5



GRADE 5 MEAP WRITING ASSESSMENT

Students are asked to write during three 45-minute periods over three consecutive days. Prior to the assessment, students are organized by their teachers into groups of three. These peer groups discuss the topic, share ideas, and review drafts during the first two days of the assessment. A sequence of steps has been incorporated into each day's schedule in order to help students use the full range of elements of the writing process. To emphasize that students bear individual responsibility for their work, peer review is discontinued on the third day. The teacher collects all written work at the end of each session and returns it at the beginning of the next.

Reference books like dictionaries, thesauruses, and handbooks may be used, but not computers, Franklin spellers, and other electronic aids.

Day 1: Prewriting and Drafting

Getting started - 5 minutes
Peer discussion - 10 minutes
Listening and sharing responses - 10 minutes
Prewriting and drafting - 20 minutes
TOTAL - 45 minutes

Day 2: Drafting and Revising

Review of writing - 3 minutes
Drafting and revising - 25 minutes
Peer response - 17 minutes
TOTAL - 45 minutes

Day 3: Revising and Polishing

Considering checklists - 5 minutes
Final revision and polishing - 40 minutes
TOTAL - 45 minutes

DESCRIPTION - GRADE 5 MEAP WRITING ASSESSMENT

Michigan is interested in assessing how well the student writes. Accordingly, papers must be read inclusively, accepting the student's interpretation and response to the prompt without looking for reasons to downgrade it in ways that are not justified by the scoring guide.

In the case of the fifth grade prompt about "firsts," reading inclusively means that all of the following are accepted as equally valid.

any kind or number of firsts

a fantasy first

someone else's first

a seemingly trivial first

a first that is not specifically identified as a first

Michigan Educational Assessment Program

GRADE 5

RELEASED

ANCHOR PAPERS

WITH ANNOTATIONS

COMMUNICATION ARTS: **WRITING**

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DAY 1 DAY 1 DAY 1

WRITING ABOUT THE TOPIC:

There is a first time for everything. It could be the first day in a new school, a first night away from home, or running a race for the first time. **Write about a first**.

You might, for example, do **one** of the following:

write about a time when doing something the first time made you feel proud
OR
describe the fear you felt the first time you tried something
OR
show how doing something the first time is harder than doing it again
OR
write about something that was fun or exciting the first time, but became boring later
OR
feel free to write about the topic in your own way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

(You may use this area and the following pages for freewriting, clustering, outlining, webbing, listing, etc. When you are ready, you may begin your draft.)

SCORING GUIDE FOR MEAP
GRADE 5 WRITING ASSESSMENT

Here is an explanation of what readers think about as they score your writing.

4	Central ideas may be clearly developed through details and examples. The writing may have a natural flow and a clear sense of wholeness (beginning, middle, end); the organization helps move the reader through the text. A clear and engaging voice is likely to be demonstrated through precise word choice and varied sentence structure. Skillful use of writing conventions contributes to the writing's effect.
3	A recognizable central idea is evident and adequately developed. The writing has a sense of wholeness (beginning, middle, end) although it may lack details or have extraneous details which interfere with unity. Appropriate word choice and variable sentence structure contribute to the writing's effectiveness. There may be surface feature errors, but they don't interfere with understanding.
2	The writing shows a recognizable central idea, yet it may not be sustained or developed. There is an attempt at organization although ideas may not be well connected or developed; vocabulary may be limited or inappropriate to the task; sentence structure may be somewhat simple. Surface feature errors may make understanding difficult.
1	The writing may show little or no development of a central idea, or be too limited in length to demonstrate proficiency. There may be little direction or organization but, nevertheless, an ability to get important words on paper is demonstrated. Vocabulary and sentence structure may be simple. Minimal control of surface features (such as spelling, grammar/usage, capitalization, punctuation, and/or indenting) may severely interfere with understanding.

Not ratable if:

off task

illegible

written in a language other than English

blank/refused to respond

Begin writing on this page.

The first Time I had A Sireyis cAut

One day wan it was my sekint berthdays. I get a suoter from my wastobe Dad be for he get out of Jale and was cialed. I touck it to my grandpus house and laast the geri.ps to it. And aubt trew day's laetor I roud it down my grandpas streat.

And I get off to a good start. And I started to go down hill. I started to fall and I did I skcrapt my eroelbe off difint no fhat. I sarted to

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Cric.

And I get up. And started to go up to my gandpas house. My Mom that it was a cuat. And She Sacd to wacp it off but I cnad not dou it so I tried it a gaun I stal cuak not dou it. So my Mom did it and she get the Saem recoults as I did.

So she sacd to Holed a racg to it. So I did it till we get to the ditors. the diton loket at it and he saed my exare loub was mising off my eare. SO my Mom caled My gandpa and

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tolled him wat happind. and askt for my brather to find my ear lobe.

And he want louking for it and he found it. We took it to the dictor. and they cond not sew it on so they mad a cipy and sew that one on.

the End

Score 1

Pervasive problems with spelling and basic usage prevent this paper from being scored higher than 1. Usually, misspellings do not count so seriously, but in this case the spelling errors are so severe that many sentences are indecipherable: *sireyis caut* for "serious cut." Also, the reader is confused by many sentence fragments and run-on sentences: *One day wan it was my sakint berthday I started to fall and I did I skerapt my earelobe off ditint no that.* Although the paper starts off with a central idea, the student does not provide details to maintain coherence or pace.

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563929

Begin writing on this page.

The : Frist Time I Went Goose Hunting. it Was when I was about 1 sparsago. It was a Hard to go goose Hunting. I heard lots of shots but I did see alot of geese on the ground. My aunt made lots of deer meat for me and my family. The deer came from his deer he shot when it was deer season I brough my BB Gun with me. My work was to pick up the die birds and I had to put them in a pill. then when it is time to go home. We grid the die ones. My aunt makes the best chicken with makes patatoes Ye that his my fist goose hunting trip.

Score 1

In this paper the student shifts focus several times and makes it difficult for the reader to know what the paper is really about. Did the student go goose hunting or deer hunting, or is s/he attempting to discuss the aunt's chicken dinner? Throughout the paper the student also demonstrates little control of basic mechanics and usage by miswriting *die brids* for "dead birds," by randomly shifting tenses, and by losing sense of direction in a sentence: *The First time I went goose hunting, it was when I was seven years ago.* Taken together, these lapses seriously impair reader understanding.

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B in writing on this page.

Anchor Set

The first time I went on a trip was when I was a little boy. We went to Niagara Falls. It was nice and beautiful. The water comes down from every part around Niagara Falls. It was a nice view from where we were standing. When I saw it it was bigger then I imagined it would be.

Score 1
This paper is too limited to demonstrate competency beyond the level of a 1. Descriptive elements are vague; terms like *nice* are repeated but not elaborated with specifics that might make the description more meaningful. The voice is flat, and sentence patterns and diction are unvaried: *I went... It was...We went...It was... I saw.* The content seems randomly sequenced so that rearranging the sentences would make no difference in meaning or effect.

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ıng - Grade 5

Begin writing on this page.

3503-00821

My First Sleep Over at Elizabeth house was fun! We did all sorts of stuff like roller skate, dress up like Boys, And play games, like boggle, monopaly, the states. Elizabeth and I did other stuff too, like go to the store. Just before we went to bed we had a pillow fight.

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Well d had lots of fun
d bet she did to
The next day Elizabeth and
d went to played her Sea
After plaging her Sea we took
her dog for a walk He was
hard to contral for a puppy
Next Elizabeth and me went

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to Mc Donalds. on the way back to her house we were picking outpretty house. Finally we got to her house Elizabeth and me went studing for a test. After doing that we whatch T.V Mostly cartoons Then around 7:00 pm d had to go. So her and mom

502889

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01 3503-00321

took me home So that was my first sleep over.

Score 2
Although long, this paper is little more than a list of activities. The sequence of events is clear, but the ideas are not well connected as the writer contributes no insight or elaboration into the sleep-over experience. The voice is flat with no emphasis on one activity over another. There is as much emphasis given to a pillow fight as to studying for a test. In fact, the overall organization, while clear, seems more accidental than deliberate. Also, although surface feature errors are minimal, vocabulary choices are poor and generally limited to "I did stuff."

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Begin writing on this page.

My first time I played a trumpet was in October of 1995. I just got home from picking up my shiny, gold colored trumpet at the High School where they told us how to take care of it. When I got inside I went straight to my room. I took out my trumpet and put valve oil in it, but it spilled all over me. After that I started playing. I first sounded like a 50 car pile up. first I played high, but as my lips got tired I played lower. After a while I got better/later that night I found out that I hit a couple notes. So my first time playing the trumpet wasn't so bad after all.

Score 2

In this paper, the writing includes one or two descriptive moments, such as: *I first sounded like a 50 car pile-up.* The writing is often clear and fluent. However, the story disintegrates into vague listing of events with missing details, awkward shifts in time sequence, and an abrupt and confusing ending. How long is *after a while* ? Is this *later that night* or after several months of practicing? Are there two firsts, *the 50 car pile up* and *I played high,* or did they happen at the same time?

IF YOU NEED MORE SPACE, CONTINUE

Begin writing on this page.

When I got my ears Pierced.

I wanted my ears Pierced but my dad did not want me to. So my mom and I went to get fake earing to play a trick on my dad. When we got home I told my dad that I got my ears pierced. he did not belive me. So he went to feel the back of the earing when he did feel the back went flying and we lost it we were all looking for it when sanndly my mom found it on the leg of my Chiar. Then the day before my 7th birthday my mom and I went and got my ears Pierced for reel. When we got home I showed my dad that I got my ears Pierced for reel. Then he did not care that I got them Pierced.

Score 2

The writing here shows a recognizable central idea with some relevant contextual development: the child wants pierced ears but the father is against it. The student does, however, drift into what later proves to be an irrelevant episode with the father and a fake earring. Yet despite this organizational lapse, the sequence of events remains fairly clear, and there is an attempt at a beginning and ending. Although errors are frequent on the sentence level, they are not so severe as to seriously impede understanding.

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Begin writing on this page.

There are many firsts in my life. For one example, the first time my family had pets were at our old house We had two white dogs, a mother and a father. Later they had puppies and my favorite one was Boa. When my family got home from somewhere Boa would run and jump right on me. We had to sell them because we had to many.

Another first is my first bike was a shiny-red one. My grandma bought it for my birthday. The first time I read it my dad helped me. I turned and looked at him and said, "I'm big it, I'm doing it" I wasn't paying attention and I ran into a mailbox. A couple years later I was ramping on some hills that were a little to big and the chain fell off. In a couple of months my dad had not fixed my bike and I got a new one for my birthday. At first it was hard to ride because I hadn't riden a bike in a long time.

Last but not Least my very own first pet was a fish named "Jake". Jake was a fun fish to watch because he would watch me wherever I went. At my brothers 4th birthday party I went to see what Jake

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was doing and he was floating on the top of the water. I just thought that he was doing that on purpose. When my dad saw jake he said Jake was dead. Later I through Jake down the toilet. Jake's birthday was a week later. Jake would have turned four years old but I know he would be because 4 years old is old for a fish.

All in all we should allways have many firsts. It could be your first friend. Sometimes we have many firsts but just can't remember them.

Score 3

This writer has chosen to write about three different "firsts" which can make it difficult to grasp the central idea. However, the first sentence and the last paragraph indicate that the writer planned this approach, and the result is a generally cohesive presentation. There are transitions between paragraphs, albeit somewhat stiff, and some effective details. The use of humor adds to the writer's voice and demonstrates the awareness of an audience. The few surface feature errors don't detract from the overall effectiveness of the piece.

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- Grade 5

Begin writing on this page.

I can remember the first time I rode a horse. I found out I was going to ride horses when I thought I was going back to my grandma's house after spending the night at my girl cousin's grandpa's house. (I didn't want to stay with the boys at my grandma's house!)

Well, anyways, as we were driving along I knew we weren't going back to my grandma's house. So I asked where we were going. She said, "We are going to something with four legs."

I never dreamed of riding horses, so when I guessed them I, along with my other cousins shouted for joy.

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They had some cousins that had two horses.

My aunt didn't want to tell the boys at my grandma's house because we wouldn't have much time to ride.

As soon as we pulled up at their house we jumped out of the car. Cassie, one of their cousins was holding on to a saddled bay horse named Charlie. I got to ride him back where the barns and the other saddled horse were.

The horse was a chesnut mare named Gypsy.

We walked mostly on the horses, but I got to trot too. The trot

seemed fast to me. It was also very bouncy.

I didn't really get to control my horse because it just followed the one in front.

I knew we were going to canter soon because Cassie put the short stirrups on Charlie. They were portable ones that went through the saddle horn. You have to have stirrups to canter. I had to bend my knees a lot.

Well, as we trotted across a big field I got really excited.

Once we got to our destration we turned our horses around Cassie asked me if I was ready. I said

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"Yes",

Cassie kissed to her horse and a minute later I was following her in a canter.

It was much faster than the trot!

About halfway through the field my right stirrup started to slip. The next thing I knew I was on the ground.

After Cassie found out I was all right I walked back on Gypsy. (Charlie went back to the barn.) It was a fun day I think!

The End

Score 3

Although the narrative begins a bit too early in the plot and tends to ramble, it is richly detailed. Quotes are used correctly. Sentences are readable and clear, though structurally unvaried. There is a sense of a beginning and an ending as well as a central idea. Except for an occasional confusing moment *my girl cousin's grandpa's house* the voice is clear. Although her persistent use of "well" as a transition is sometimes awkward, there is some advanced vocabulary: *portable, canter, bouncy, destination.*

10

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Begin writing on this page.

My first pet

My first pet was a boy cat chuckie. He was a medium size calico cat. He had green eyes.

Chuckie liked Tuna fish, but I also fed him dry catfood.

I Liked to brush him and tell him how much I Loved him. I made sure he had clean water and food bowls.

Then one day Chuckie was not on the front porch. I knew Something was wrong. I went to the garage and Chucki- was sick. I Started to cry. I ran to tell my mom. She hurried and called the vet

We took Chuckie to the vet, but the Doctor Said," there was no chance for Chuckie to get

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any better." So we had to put Chuckee to sleep. I cried For a long time. I still miss him very much. I Know he knows how much I miss him and Loved him.

Score 3

Although still fairly sketchy, this paper has a definite beginning, middle, and end with no extraneous details. There are some details added to help the reader visualize Chuckie: *Calico cat, green eyes, liked tuna fish.* The voice is simple but genuine.The writer builds suspense by telling the reader the cat is not on the front porch as usual and closes with a sentimental but heartfelt ending. The misuse of quotes does not detract from clarity.

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Begin writing on this page.

A huge tital wave lay ahead of me, ready to swallow me up. I stared in horror as the giant wave came crashing over me. For a moment, there was blackness. Then, I opened my eyes, although the salt water burnt them. I was below 20 feet of water, and I could see my Sea Doo floating overhead. I was running out of air. I thrashed my arms and legs violently, but the current wouldn't let me up. I was stuck. I slowly began to sink, and lights flashed in my brain. Then, everything went black.

"Ah....!" I woke up in a cold sweat. I was shivering all over. It was 5:00 am, and I was lying in bed, absorbing my surroundings. 10 minutes later, I got up.

* * *

"Hey, Nick! Are you ready to leave?" asked my mom, trying to shout over our two dogs barking.

"Yeah, of course. I've been waiting forever for this moment!" I yelled back. I was excited. We were going to Nancy's house.

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Nancy was my mom's friend, and she lived on a lake. And best of all, she had two sparkling red Sea Doos.

I had never been in a Sea Doo before. In fact, I had only been in a boat twice. I wasn't sure why, but my family didn't go to the lake much.

On our way to Nancy's house, I counted the cars. It was very boring. The drive to Nancy's was about 20 minutes.

As our car pulled in the driveway, I jumped out. I didn't wait for it to stop. I ran, full-speed towards Nancy's front door. I said hi to Nancy as I ran to the bathroom to change to my swimming trunks. I was running out the door when my mom stopped me.

"Nick, settle down. We're eating dinner first."

"But, mom..."

"No buts about it, young man. Come on in and wash up."

I slowly turned around and walked to the dinner

609836

table After a very well cooked barbeque rib dinner, I ran out the door. I heard my mom yelling from the doorway, "Nick, you have to wait 30 minutes before you go swim-" I didn't hear the rest. I was already under water. I felt the cold water splash among my face. I opened my eyes, and saw algea growing on the dock. I went up for air.

After I swam for an hour or so, Nancy asked me the question I had been waiting for. "Do you want to ride the Sea Doo? My eyes lighted up. "You can drive if you want," Nancy said. Yes! this is going to be awesome, I thought.

I put on my life jacket, and turned the key I heard Nancy telling me to start it slowly I didn't listen. I pulled the lever as hard as I could, and the Sea Doo roared to life.

"Wow, this thing goes fast," I exclaimed. There was no answer I turned around, and Nancy was gone. Then I heard a yelling in the distance. It was Nancy. I went to full speed so fast, she fell off! I turned around, and picked her up.

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"Thanks, Nick", She said sarcastically. "You're a real dangerous driver."

I started again. Once again I sped up too fast, and Nancy almost fell off. I felt the water splashing on my face. I had to be going 80 mph. I found a wave, and I hit it. I went flying.

"Yee-Haw!" I shouted, gleefully. I kept going, not knowing Nancy fell off again. 5 minutes later, I noticed, and I picked her up. I could tell she was getting annoyed.

I picked her up and continued. I was having a blast, but I could tell she wasn't. We were both soaked.

"It looks like we should turn around, and go home," Nancy said. She sounded relieved to leave.

"Can we just go around the lake once more?" I pleaded.

"Oh, all right. Just don't make me fall."

I slowly turned around and headed back. Then, I saw a huge wave. It was irresistable. I just had to hit it. Quicly, I accelerated and aimed towards the wave. I could hear Nancy's puzzled voice as I hit the wave. For a moment, I couldn't hear or

see anything. I was surrounded by water. Then I came up. The Sea Doo was upended and lying 2 feet from my face. Apparently, Nancy and I had fallen off the SeaDoo into the water. I could see Nancy getting on. I get up and climbed on, too.

"I'll drive now," said Nancy, sounding annoyed. I saw her makeup dripping from her face. I was too tired to disagree.

***

"So, Nick. How was your Sea Doo ride?" I heard my mom ask.

"Oh, it was a blast," I said. "Nancy and I had a great time.

Score 4
This writer uses humor and insight into himself skillfully, turning this narrative into a well-crafted and detailed piece. The voice is fluent, engaging, and clear with sophisticated vocabulary choices: *absorbing, shivering, sarcastically, irresistible* and varied sentence structure. The use of the asterisks to indicate the passage of time is an effective transitional technique. From the first sentence, the reader recognizes s/he is in the hands of a good storyteller, and the natural flow of the language never disappoints.

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Begin writing on this page.

The First Time I Got Bit by a Cat + Went to the Hospital

All of this happened when we were in Georgia to witness my cousin's marriage. That was over now + my family + I had a couple of days left to have some fun!

That morning, my aunt + uncle had already been at work for about 1 hour. It was my family's job to let my aunt's cat out of the basement. This cat was very mean. Its name is Alley.

"Now girls," my mom said to my sister + I. "When Alley comes up, you stay away from her." There was fright in my mom's voice.

My mom slowly opened the creaky, wooden door. I suddenly saw two bright green eyes peering out from the door. Alley walked out, looked around, + started rubbing my mom's legs, purring.

Before anyone could say anything, I scampered to where the cat was, + sat on the floor next to her, with my legs spread.

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Alley daintly walked over & curled up in my lap. I carefully pet her, checking to see if she was being good. When I thought she was, I started petting her more quickely.

All of a sudden, SNAP! A twinge of pain sliced through my whole arm, like a knife. I cried out in pain, not knowing that it was me making the high pitched noise.

"AHH!" I screamed. I calmed down a while, then looking at my bloody hand, I started screaming again, with wet tears streaming down my face, tasting like salt. It was then, I realized, that Alley had bit me.

My dad came to me with a plate of ice. I put my hand on it, after my sister had taken me to the bathroom to wash it off. She had been crying too. My mom was too shocked to say anything.

At the same moment, Alley flung herself at my dad & started gnawing on his leg. My dad threw the cat on the wall. Alley slid down the wall, shook her head, & came charging back.

Who knows how we got out of that house, but we did.

My family + I tried to go to an amusment park, but my hand hurt to hold it down.

Finally, I went to the doctor's office. They told me to go straight to the hospital.

Once there, my hand was the size of a small plate. I got a lot of presents, shots too.

I found out that Alley had bitten into one of my veins.

I was in the hospital for 2 days, + 1 night.

When I finally got out of the hospital, it was time to go back home.

So much for a vacation!

The End.

Score 4

This writer uses story-telling techniques with fluency and skill. The foreshadowing in the first paragraph comes to fruition during the course of the story and leads the reader to the ironic last line: *So much for a vacation!* The use of vocabulary is vivid and appropriate with a clear and engaging voice. At the height of the story, the writer makes certain every character is accounted for: her sister is helping, her father is bringing ice, and her mother is shocked. The skillful use of writing conventions contributes to the effectiveness of the writing.

50

Begin writing on this page.

FIRSTS

In general, I think firsts are good for you. Things might be exciting, scary, filled with pain, or almost anything the first time, and then they might change the second or third time. So, you have to face firsts, experience new things, or you'll probably have a boring life. And, yes, firsts can be boring, something you don't like, and then you don't have to do it anymore. But, doing something once won't kill you. (Well, I guess it could kill you, it depends on what you're trying.) Who knows, something might not appeal to you, and you try it ... and you love it! Or vice versa.

However, you might regret some firsts. Such as trying drugs or robbing a house. When you decide to try something for the first time, think about it before making a decision. Judge whether it's a good first, or

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a bad first. Then make your decision!

One first I had was a scary first...

The first time I thought that I was dead (my scary first) was not that long ago. I was at gymnastics working out with my team in our huge old gym when it happened. We were currently doing a pass from our floor exercise routine consisting of a roundoff and two backhandsprings. I was in the middle of a backhandspring upside down, when it became pitch black. Fear shook my whole body and I came down on the ground hard. Now there was pain and fear. One of the million thoughs overcrowding my brain (the scariest one) was 'Am I dead?' Far away, (really the bbby) I could see a faint light. It was sort of like that white tunnel of light

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- Grade 5

you hear you'll walk through when you die. If I was scared when it became black, I was terrified. now!

Then, I heard my coaches voice.

"If you can see me, line up behind me", she said. Then, I started to see my team mate's outlines. I followed them, and we stumbled to the lobby.

Later, we exchanged stories about what we thought had happened. A friend of mine, Gina, had also thought that she had been dead. Really, someone had just turned out the lights. We were all Ok., but we had been terrified! That was the first time I thought I was dead, and I hope it's the last!

That was a scary first, but I think it

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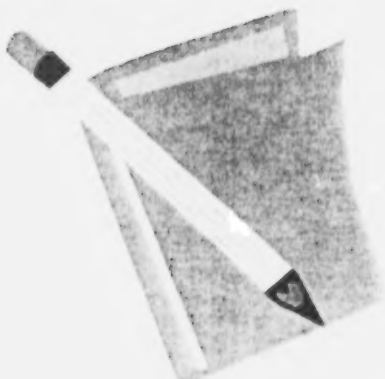
was still good for me. I learned another feeling I could have... of terror! I've had that feeling before, but always in another form. This was a new feeling to me. I learned from my first and you will too. Whether you learn good or bad things, you'll learn. So, take chances, in other words... take firsts!

The End.

Score 4
This writer attempts a more sophisticated organizational technique by beginning and ending in an informational style with a personal narrative sandwiched in between as further explanation. The writing has a natural flow with varied sentence structure and a vivid vocabulary. The subtle humor demonstrates the writer's insight into the experience and takes the reader beyond a list of chronological events. This is an engaging and complete paper. A few errors at the beginning do not detract from the overall quality.

SECTION IV:

GRADE 8



GRADE 8 MEAP WRITING ASSESSMENT

Students are asked to write during three 45-minute periods over three consecutive days. Prior to the assessment, students will have been organized by their teachers into groups of three. These peer groups discuss the topic, share ideas, and review drafts during the first two days of the assessment. A sequence of steps has been incorporated into each day's schedule in order to help students use the full range of elements of the writing process. To emphasize that students bear individual responsibility for their work, peer review is discontinued on the third day. The teacher collects all written work at the end of each session and returns it at the beginning of the next.

The grade 8 writing topic/prompt includes topic related material in the form of quotations, cartoons, and/or photographs.

Reference books like dictionaries, thesauruses, and handbooks may be used, but not computers, Franklin spellers, and other electronic aids.

Day 1: Prewriting and Drafting

Getting started - 5 minutes
Peer discussion - 10 minutes
Listening and sharing responses - 10 minutes
Prewriting and drafting - 20 minutes
TOTAL - 45 minutes

Day 2: Drafting and Revising

Review of writing - 3 minutes
Drafting and revising - 25 minutes
Peer response - 17 minutes
TOTAL - 45 minutes

Day 3: Revising and Polishing

Considering checklists - 5 minutes
Final revision and polishing - 40 minutes
TOTAL - 45 minutes

DESCRIPTION - GRADE 8 MEAP WRITING ASSESSMENT

Michigan is interested in assessing how well the student writes. Accordingly, the papers must be read inclusively, accepting the student's interpretation and response to the prompt without looking for reasons to downgrade it in ways that are not justified by the scoring guide.

In the case of the grade eight prompt about an important person, reading inclusively means that all of the following are accepted as equally valid.

more than one important person (though a student's failure to forecast this variation may affect the paper's coherence)

the important person may be fictional or a prominent public figure

the important person may be historical

the important person may be important to someone other than the student writer

the important person may, in fact, be an animal

a claim that there is no important person

The reader should not attempt to judge the writer's choice or the reasons for making the choice. The importance of a described person may be implied rather than explicitly stated.

meap

Michigan Educational Assessment Program

GRADE 8

RELEASED

ANCHOR PAPERS

WITH ANNOTATIONS

COMMUNICATION ARTS: **WRITING**

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DAY 1 DAY 1 DAY 1

TOPIC:

An important person

THINKING ABOUT THE TOPIC:

"Alone we can do so little; together we can do so much."

Helen Keller

"Grandparents were made to spoil grandchildren, and to tell parents to relax."

Alice Durmott

"Words are easy, friendship hard."

Ugandan proverb

"It's not a coach's job to make you love him. You might respect him, trust him, want to please him, but deep down you hate him for pushing you to run one more mile, do one more sit-up, tackle one more player–not because you can't but because you can and you do, even when you are convinced you can't."

Vince Lombardi

"No person is your friend who demands your silence, or denies your right to grow."

Alice Walker

SCORING GUIDE FOR MEAP
GRADE 8 WRITING ASSESSMENT

Here is an explanation of what readers think about as they score your writing.

4	The central idea is clear and focused, and the writer uses creative, insightful detail. The organization helps unify the piece, and moves the reader easily through the text. The voice of the writer comes through in the rich and precise word choice and effective use of varied sentence structure. The text demonstrates varied use of standard writing conventions with few errors.
3	The central idea is clear and focused, and the writer adds basic detail. Overall organization is apparent but may be too obviously structured; there may be extraneous detail which interferes with unity. The writing demonstrates varied sentence structure as well as appropriate word choices, including some engaging vocabulary. Surface feature errors may occasionally distract the reader, but they don't interfere with understanding.
2	The central idea is somewhat developed and the writer includes some detail. However, focus may shift and some details may be extraneous. An attempt at organization is apparent although ideas may lack a sense of wholeness. Vocabulary is limited or inappropriate to the task; sentence structure may be simple. Surface feature errors make understanding difficult.
1	The writing may show little or no development of a central idea, or may be too limited in length to demonstrate proficiency. Organization may be lacking or may seem arbitrary. Vocabulary is limited; sentences may be choppy, incomplete, or rambling. Numerous surface feature errors may severely interfere with understanding.

Not ratable if:

off task

illegible

written in a language other than English

blank/refused to respond

Begin writing on this page.

Mrs. Smith is a Postivies teaches and her side kick Mrs. Doe . make one good teaching team also they never get mad no matter what we do i don't ~~know~~ know how. they keep their cool i mean i myslef do a lot of bad stuff how they put up with it i don't know maybe they go to the bathroom. a count to ten or somke a monarch but for ~~real~~ real their cool for old Ladys not old mature. women ~~who~~ who work together as a team to Strighting out bad boys Like me and others.

Score 1
The stringing together of a number of run-on sentences makes this paper difficult to follow from the beginning. There are many surface feature errors, including basic words misspelled and missing capitalization. Although the paper has some supporting details, for example, the brand of cigarette and the image of the two teachers counting to ten, the writer tends to ramble without any real focus or organization. This also represents a minimal attempt.

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Begin writing on this page.

My grandma is important to me because she cares and tries to understand if I do something wrong or something. ~~wrong~~. She helps me out when I need it. She let's me do Just about anything I want unless it's going to hurt me or someone else. I like her because I can talls to her about anything ~~#~~. I ~~to~~ need to and know matter what it's she tries to under stand. And because she to me in at the ear age o 2-3 when ~~we~~ we found out that my mom was a bad person.

Score 1
This paper is focused on the writer 's grandmother but offers only general, vague information about her: *understand if I do something wrong or something.* Vague details are presented in a random fashion without elaboration. Moreover, the writer introduces a completely new topic in the last sentence which results in an abrupt ending and unanswered questions for the reader. On the surface level, the writer has misspelled some basic words *know* for "no" and has left out ending letters of words, making it difficult to interpret the first time through: *to me* instead of "took me," *age o 2-3* instead of "age of 2 or 3."

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Begin writing on this page.

To have a special friend in your life could be a good thing. Because they can take you to get clothes, shoes, and food. They might buy you something you don't need but you want it. They could probably take you to get your hair done, or cut. That person might take pictures of you that very same day.

Score 1
This paper is minimal in content and development. There is no apparent organizational plan, and the sentences could be put into a different order without affecting the outcome. The writer ends on a tangent; details are vague and listed without elaboration: *They might buy you something.* Although on the surface this paper contains few errors, its minimal nature keeps it at the 1 level.

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An important person in my life is a person that is far away, but I can still see. I can watch him on T.V. and he also plays my ~~~~ favorite sport basketball. One thing I like is the way he plays the game. He almost never yells at the ref. He's tall, and plays the forward position now. He use to play at point ~~~~ guard before he retired, but then came back. He still plays for the Los Angeles Lakers. I like this person since I was a little kid. This person I have been talking about is, Earvin Johnson, Nicknamed "Magic".

Magic Johnson has something that I don't want, that thing is A.I.D.S. I don't like to talk about him having H.I.V. neither because he had to retired, because of it. Magic is black, and he has a great jumping ability. I love when he throws a ~~ look pass through a person's hands, or when he gives up the shot pass to someone under the basket, because that is what he is known for. I like when gets a steal, or rebound and starts a fast break. A fast break is ~~ when you run down the floor and score a basket as fast as ~~ you can.

Score 2
Although this paper contains a number of effective details, it is lacking somewhat in its development of a central idea. The details most often give biographical information about Magic Johnson rather than explain why he is important to the writer. There is an attempt to create suspense by withholding the name of the writer's special person until the end of the first paragraph, but the result is not effective. The last sentence strays from the focus with an irrelevant definition. Except for randomly placed commas, surface feature errors are few.

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Begin writing on this page.

I think the most important persons in my life would be my grandmother's because they lasted all these years and suffered and still is respectfut to all the people except to the one's who is not respect full to her or my family.

Then it would be my Dad because, I live with him and he gave me a home to sleep in and he always been there for me and he would even put his life on the line for me if he had to and that is why I love my Dad.

Then it would be my grandfather's because, they always stood up for me when I was in trouble and even in trouble with my parents. So I wouldn't have to be grounded to the house or something else, they gave me money when I needed it real bad but if they gave me a lot I would have to do something around the house or rub their shoulders.

Then it would be my mom because, I hardly see her and she lives in Lansing. But when I did see her she would always be so happy and give me a great big hug and a great big kiss cause it's been so long since we have seen her.

A gang member can pherhaps, it changed my life big time by getting in it. But now I'm out of it and people still want to beat me up real bad but it helped me because, there was always somebody

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By my side when I was walking around the neighborhood late at night and I never got in trouble and if some one did try beating me up the other person would help me.

A special relationship can be started by a blind date or someone bumping in to someone else and then they fall in love with each other or they can be introduced by a freind.

When I had got in trouble and the cops took me home they stayed there for awhile to see that I was going to be o.k we anyways when the cop had left my house my grandpa had to talk to me about something I thought that he was gonna whip me or something but instead he told me a secret about him when he was younger he told me all the bad things that he did when he was a kind and that was what straightened me right up.

It is important to have special people in our lives because, then you could have someone to talk to and tell all your problems to them and they would listen.

I would like to have someone big in my life so they would stick up for me when I'm in trouble with someone else who is bigger than me and so he would be my best freind.

Score 2
This paper continually shifts focus, with each paragraph naming a new person in the writer's life, and it lacks development and an organizational plan. At times, the paper is repetitive, and the writer begins to lose all sense of focus toward the end of the first page. The rambling nature of the paper keeps it from being a cohesive whole with a clear beginning and ending. On the surface feature level, the usage and punctuation errors are persistent, yet not serious enough to interfere with meaning.

My dad is important because when he has the day off he takes me fishing. I remember the first time I went fishing. He had to show me how to bait my hook and cast my pole. When I caught my first fish I put it up to my face and kissed it. I was only 6 years old at the time. I have a picture of me kissing it. When I tried to bait my hook my dad had to help me. When I casted my pole he held onto it so I didn't throw it in the stream. Know I can do all that stuff by myself.

When he took me ice fishing I knew what to do. Ice fishing is alot harder than stream fishing. The only hard part about ice fishing is pulling the fishing shanty out to the holes, and back to the truck.

My mom is important to me to. She does alot of things for me. She takes us shopping when we need to go. She goes to the store when we need groceries. Sometimes she does my laundry.

They both do alot of things besides what I wrote about. That's why I love them so important.

Score 2

It is unclear from the beginning that this writer's plan is to write about both parents. A large portion of the paper focuses on the father and fishing; then it shifts to the mother at the end. While there are some good details offered by the writer and few surface feature errors, as the paper progresses the details seem less supportive, and the writing tends to deteriorate. The second paragraph goes astray as the writer compares ice fishing with stream fishing and never comes back around to discussing his father.

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The most important ~~in my life~~ person in my life is my Aunt Kathy.

Some of the reasons that she is the most important person in my life are that: she takes care of me when my mom works on 2nd shift at her job and is gone all day, she takes me where I need to go because my mom doesn't have a car, when I'm at her house she feeds me and lets me work and earn some money, she takes me to school early when I need to go, and she picks me up from school late when I have to get picked up, she takes me to buy my clothes, and many more things that makes her more important to me.

Some other things that she does for other people are: she sometimes takes my mom to do things that need to be done, she takes my Grandma to places and helps her with her taxes and bills, and probably the most important and stressful thing that she does is that my grandma's friend that lives with her had a series of strokes and couldn't talk or eat, so my aunt had to come over three times a day and feed him through a tube in his stomach until my grandma got the hang of it,

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but my aunt still has to come over about once a day to check up on them, and she also has to take time off her job to take them to the doctors.

I don't know how she does all of these things. She is so stressed out at times that she can get in a real bad mood.

Sometimes I ask her why she does all of these things for a lot of people, and she said "I don't know?" but I think that she thinks that her life is unfulfilled unless she makes a great impression in her families and her friends life, and I greatly admire her for that.

Score 3

This is a solid paper with a genuine voice which stays focused on *Aunt Kathy*. The content is specific, but somewhat list-like and underdeveloped. The sentences are not quite as fluent as they would be in a 4-level paper, but there are some sophisticated uses of vocabulary at the end. Occasional errors are not distracting.

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Begin writing on this page.

What really is a special person? I believe a special perso is ~~a~~ someone that you love, appreciate, care for, and also someone that has made a ~~di~~difference in your life. Some examples of special people could be your parents, grandparents, relatives, friends, and probably most of all your mate.

Why do we need special people in our lives? This question is a very hard, complicated, and difficult question to answere with many sides to it. I believe that everyone needs someone else in there lives. We need ~~them~~ them to help us grow in life, give us knledge, and without them, one would be lost in this world.

Ever since the ~~beginning~~ beginning of this great world people have needed people. Adam was very lonely in the garden of Eden but then Eve came along and he was never lonely again.

These days the thought of a ~~spec~~ special person is still there but it has changed. Kids might say that sport "heroes" are there special people or "role models" but I think that kids' special people should be there parents, teachers, and other people that have made a

clifference in there life. Teenagers say that ~~they~~ they "love you" when they are talking to there girlfriend or boyfriend but more often than not they don't mean it. Love has really lost its meaning towards what ~~people~~ someone calls there special person.

The divorce rate is about 50% in American homes and how are kids supposed to think that there parents are special if one beats up another one or if they have four parents. If there was less divorce then kids could find the special part of there parents and that would have a tremendous effect on them mentally and emotionally.

And that is why I believe that we need special people in our lives and with them we would be much better off. Without special people, humans could not mature or grow and that is something everyone has to do in life.

Score 3

Writers who aim to do something other than describe a specific person set themselves up for a more difficult task. This writer supports his/her points with good details. We must accept the unsophisticated attempt to use Adam and Eve as support and appreciate the fact that the writer has attempted a challenging way to write about a special person. The paper loses focus at times, *the divorce rate is about 50% in American homes*, but it does have a clear beginning, middle, and end. There are few surface feature errors, and the paper is well organized.

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Begin writing on this page.

My Special relationship with my best friend started in 2nd grade when I first moved to our School. I was one of those kids who was shy and not to sure of myself. She was really nice to me and helped me make friends with other people.

Since 2nd grade we have become best friends and have done everything together. She is always there for me when I need help with homework or projects. Even the littlest things that she does for me are important. for example, calling me and telling me if she is going to be home later even if I already know or taking me places I have never been to before. When She does these kind of things it makes me feel special.

She also thinks about me and tells me when I am doing something wrong. When I am sad or ~~lonely~~ lonely she will cheer me up.

One of the most important things that She has ~~done~~ done for me was helping me meet people that were in the right kind of groups that would become my friends. All of my friends have helped me through problems and they

also showed me how to have fun and not to worry about what people think of me. My friends made me see the world in a differet light and now I am happier then ever.
These are the kind of people I think everybody needs in their lives.

Score 3
This paper stays focused on one person, although never clearly identified, and it uses slightly vague supporting details. The ideas are underdeveloped: *She is always there for me* and *Even the littlest things she does for me are important.* The voice is appropriate but simple. The organizational plan is effective, and there are few surface feature errors.

Begin writing on this page.

The weather was really awful, and now as I contemplate the situation, I realize how idiotic my brother's decisions was to run the light.

The aftermath of the accident turned out to pretty serious. The car my brother hit had two elderly ladies in it; they both suffered some minor injuries. The one who was the most seriously injured, was my brother Kevin. He was paralyzed from the neck down~~x~~ ~~and~~ I was confined to a wheelchair for a while until the doctor made a prosthesis for my leg.

Hospitalization was awful, and the mere fact that I was the only person under ~~x~~ ten in rehab scared me enough, but my first day back to School ~~x~~ shocked me out of my wits.

Boarding the bus for the first time in six months, I struggled to carry my books. Everyone stared at me, like I was a foriegn being from outer space. As rude commets were hurled at me, I retreated slowly to the back of the bus, where I dissapeared into the shadows and sat miserably in a daze until the bus reached the school.

When I reached the huge doors of Elementary. I stood there, knowing I could not open the door under the weight of my school bag and books when Catherine came and opened the doors for me. Relief washed over me as entered the

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building, knowing my best friend was at my side. She assisted me at my locker and carried my books to class for me.

Paradoxically, many of the people I thought I knew well before the accident, turned out to be absolute strangers to me instead of offering me support and helping me build my confidence, they just turned their backs on me.

After school was over, Catherine rode the bus home with me. We discussed what had happened at school, and she told me that the people I used to know will eventually come around; they just needed to accept the way I looked after the accident.

Looking back and thinking of all the days of our friendship, that was by far the most important one. Catherine proved to me that day, that she was a true friend. She didn't go along with what the crowd did; she looked beyond their unacceptance of me, and encouraged me like no one else. Catherine has constantly inspired me and to this day, she is clearly one of the most important people in my life.

Score 4

From the beginning sentences, this writer shows solid control of vocabulary as well as strategy. S/he uses transitions between paragraphs well, and there are some complex sentence structures throughout. In addition, the writer uses vivid language: *like I was a foreign being from outer space* and *relief washed over me.* The paper is well organized and generally error-free.

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GRADE 8

2a

I woke up sputtering and coughing. It felt like someone was trying to smother me with a pillow. My eyes were watering when I tried to open them all I could see was ~~is~~ black. I've gone blind. I thought at first. But then I saw flames coming from the kitchen and heard the fire alarams going off all over our apartment building. As a child of about seven my first instinct was to panic. But I did my best to stay calm. I tried to remember what they said in school Stay low, Close the door, stick wet towels under it, and stick a towel out the window so they Knew were you are. I tried to remember more, but the harder I thought the more smoke filled the room and the more panicked I became. So I did what I could remember.

I didn't want to risk running to the bathroom to get wet towels, so I closed the door and stuck the Smoldering sheets off my bed under it. As soon as I opened the window, more smoke poored into the room. I ~~=~~ quickly stuck my comforter out the window, closing the sill on the end of it to hold it in place. Then I layed on the ground and waited.

As I layed there I could hear things falling on the floors above me. It scared me. I heard people screaming ~~=~~ outside my door. Then a beam fell from the ceiling and lit the room up with flames. I began to scream. I became light headed from all the smoke

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and excitement. Finally I fainted.

The next thing I remember, I was being shaken by a boy about my age. I looked up and saw a hole in the ceiling. Looking around I had No Idea were I was. Thinking back on it I must have fallen through the ceiling. The boy was speaking to me, telling me to crawl along the floor to the door. I tried but I couldn't move my legs. When the boy saw this he picked me up and carried me toward the door. Just as we reached the door he collapsed. I was thrown from his arms and out the door. A burning beam fell in front of him. I began to scream. This had saved my life and now he was dying. Someone finally heard me and came running I tried to speak but no sound came out. All I could do was point. They went in and brought him out, but by that time he was already dead. He had saved my life, I wish I could have saved his

Score 4

This writer has presented an engaging, powerful narrative with vivid details that help launch the drama. The opening sentences establish a mood of suspense, and the writer has control over his/her word choice. Whether this story is true or fabricated makes no difference. The fluency demonstrates clear mastery. There are few errors on the surface level, and the writer uses a variety of sentence structures.

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Begin writing on this page.

There's fifteen seconds left on the clock, and our team has the ball. I swallow nervously. Our team runs the play. I run quickly to my spot on the court, yet everything seems to be in slow motion. Out of the corner of my eye, I see my Uncle. He's smiling. I gulp. Then the ball gets passed to me. If I make it, we'll win. If I don't.... I quickly go in for a layup. Then I shoot the ball.

It's like being in a trap. Everyone depends on you to get them out. If I make the shot, we'll most likely win. If I don't, I'll disappoint a lot of people. But will I disappoint my uncle? I don't think so. He knew I tried my hardest to make the team. I don't have to be the best in his standards. I look up to my uncle. When he praises me, I feel good about myself. When he tells me I disappointed him, I don't get angry. I get embarrassed because I know he's right. I couldve done a lot better.

My uncle can be a little pushy at times, but I know he just wants me to do my best and try my hardest at everything I do. If my uncle wasn't in my life, I think I'd be very lazy and wouldn't care about myself as much as I do now. My uncle's a very great person; He brings out the best in me.

I remember a time when I told my uncle how happy I was with my latest report card. He laughed and told me how proud he was of me. I felt really good that day.

I have a really big family, and they all care about me, yet my uncle's the one that I look up to. When I have questions, I go to him. When I need something, I go to him. If he's not there to cheer me on, I still do my best because he's in my heart no

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matter where I go. I love my uncle very much He is very important in my life And with that last second ticking off on the clock, it doesn't matter if I make the shot or not.

Score 4
This paper, although it has its weak moments in the middle, concludes in such a sophisticated way it 's clear the writer followed through with an effective organizational strategy. The sentences are varied, adding to the fluent rhythm of the paper: *Out of the corner of my eye, I see my uncle. He 's smiling. I gulp.* There are few mechanical errors, and the voice sounds genuine. Some details are a little vague, but on the whole, this is an outstanding paper.

SECTION V:

GRADE 11

HIGH SCHOOL PROFICIENCY TEST
COMMUNICATION ARTS: WRITING

Description of the HSPT in Communication Arts: Writing Test

The HSPT in Communication Arts: Writing involves four pieces of writing and is organized into two parts, which may be done over one or two days within a one-week period.

Before the test: Students assemble a portfolio of two pieces of writing. These serve as the ticket of admission to the test and are the foundation of the writing in Session 1. The pieces should have been written for a class during the past two years. At least one of them must be from a class other than English, but they must both be written in English. They may be typed, handwritten, or word processed copies of originals. They should have a combined length of 2 to 10 pages, and must not include teacher comments, marks, or grades. There are no restrictions on the type of writing, except that poetry must be at least 25 lines.

Session 1: (previously Part 1)	Reporting and Reflecting Writing Task.	30 minutes (timed).
Session 2: (previously Part 3)	Extended Writing.	110 minutes (timed).

HSPT Session 1

In Session 1, students are directed to reflect on and write about their own writing by referring to one or both of the portfolio pieces they have brought as their ticket of admission. The directions require students to write about their own composing processes or about themselves as writers by making specific references to the texts of the portfolio pieces. One purpose of Session 1 is to encourage students to adopt a self-reflexive stance toward their own writing. Papers that merely summarize the portfolio pieces or that expound on the writing process in general are thus off task.

Indeed, the word "task" is critically important in connection with Session 1. Most school writing is highly topic-oriented, inviting students to explore a topic and present their thoughts in their own way. Session 2 of the HSPT is topic-oriented.

HSPT Session 2

Session 2 requires the students to write to a prompt related to a specific topic. They have a full 110 minutes, including break time, to write a complete, revised, and edited paper. They may use dictionaries and other reference books but not electronic aids such as Franklin spellers nor computers.

The extended time allowance for Session 2 makes it possible for students to take full responsibility for their work. There is ample time for most students to use pre-writing strategies, to review their work with cool deliberation, to revise extensively if

necessary, and to edit and proofread effectively. Session 2 is scored as polished writing with relatively little tolerance for scanty development or error.

The writing proficiency test specifies the writing topic and task but offers many choices in how students respond. That is, students can choose to write about their own experiences, about ideas they've encountered in books or movies, etc. They also can decide whether to compose expressive, informative, persuasive or imaginative writing. Thus students' everyday classroom writing experiences should, as a general rule, include considerable choice.

Choice is what makes writing personal and unique. It encourages thoughtfulness about purpose and audience and places responsibility on the writer. Choice can include

- topic
- purpose for writing
- genre
- length
- examples and details
- tone (e.g., humorous or serious)

In real life we sometimes have to write on demand and on a topic selected by someone else. An attorney, for example, must write legal documents for clients' specific needs. Often the documents are needed for a particular purpose at a particular time.

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Michigan Educational Assessment Program

HIGH SCHOOL PROFICIENCY TEST

FORM A
SESSION 1

(PREVIOUSLY PART 1)

RELEASED
ANCHOR PAPERS
WITH ANNOTATIONS

COMMUNICATION ARTS: **WRITING**

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SESSION 1

(Previously Part 1)
REPORTING AND REFLECTING

DIRECTIONS:

You will have 30 minutes in which to respond to the writing topic below and to transfer your response to the ANSWER DOCUMENT. The scoring guide that will be used to score your paper is on the back page of your test booklet. You may want to review it prior to writing your response.

If you wish, you may jot down some notes to yourself anywhere on the following page, but any writing you want scored should start on page 3 of Session I in the ANSWER DOCUMENT. You may use a dictionary, a thesaurus, or a spelling and grammar book at any time. However, an alarm wristwatch is not permitted.

No additional paper should be used. Extra paper will not be scored. The final copy MUST be written in black or blue ink. Do not use correction fluid (white out). If you need to make a correction, cross out the error and write the correction above or next to it.

Only writing entered in the ANSWER DOCUMENT will be scored. Nothing in the test booklet will be scored.

WRITING TOPIC:

Look over the two pieces of your writing that you have in front of you.

You have been asked to submit one of your two pieces of writing for a classroom publication: which one would you choose and why? Before submitting it, is there anything you would change about it? Please give specific examples of what you would change, if anything, and why?

Remember you must use specific details from your piece(s) of writing to clearly illustrate and support the points you make. Your audience will be interested adult readers who **DO NOT** have your two portfolio pieces of writing.

Scoring Guide for Communication Arts: Writing

Here is an explanation of what readers think about as they score your writing.

Session 1
(Previously Part 1)

4 The written response demonstrates the ability to reflect critically on one's own writing; ideas are supported by specific examples or details from the portfolio pieces. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be minor surface feature errors.

3 The written response demonstrates the ability to reflect on one's own writing; ideas are somewhat supported by examples or details from the portfolio pieces. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.

2 The written response demonstrates some ability to reflect on one's own writing; ideas are presented as generalizations about writing or simple summaries of portfolio pieces. The voice and tone may be inappropriate or uneven. Limited control of surface features may make the writing awkward to read.

1 The written response demonstrates the attempt to reflect on one's own writing; ideas are supported by few, if any, details and examples. There is little discernible shape or direction. There is little control over voice and tone. Limited control of surface features may make the writing difficult to read.

Part 1-writing is not ratable if:
A off-task
B illegible
C written in a language other than English
D blank/refused to respond

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

12

The piece of writing I would submit is the one I wrote after I did the interview for U.S. History. I would choose this one because I think that I did a better job on it because of the fact I spent more time on it. The only thing I would change about my writing is that I would make it neater. Otherwise, I think I did a pretty good job. I have all my facts straight and I got a lot of good information from it.

Score 1
This paper demonstrates an attempt to be reflective about the writing yet shows only a minimal understanding of the task. The writing is limited to the analysis of surface features: *make it neater*. No details are used to support the few vague reflections about what makes the paper effective: *I did a pretty good job...a lot of good information*.

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Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

I would submit my paper titled "Apollo". I would submit Apollo because it's is more intresting to read about in a class room publication than my other piece. In my Apollo paper I write about the Apollo spacecraft and the men in the spacecraft. I write about Apollo 11 in my paper.

In my paper I write about Apollo 11 and how it made its first landing on the moon in 1969. The first spacecraft ever to land on the moon. The crew of Apollo 11 are commanded by an expert civilian test pilot, Neil A. Armstrong. The other two men were Edwin E. Aldrin Jr. and Michael collins. John F. kennedy declared a national goal of landing men on the moon and returning them safely to earth before 1970. John F. kennedy delared this goal in 1961.

Apollo 11 was launched right on time from the Kennedy Space Center on July 16, 1969. They were launched by the mighty Saturn V rocket. Two and a half minutes later they were already free of the limits of the earths gravity and were traveling 6,200 miles per hour. They were already 92 miles up in the air. Then there were three stages of rockets to break off and ignite. Then the space craft is in orbit around the moon. Armstrong and Aldrin take the lunar module down to the moon. I choose this paper because I think it would intrest readers in the class room more than my other paper. I would have my paper chiesked by some other people for errors that might have been missed. And then I would

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write my final draft if any mistakes were found and submit my paper.

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Score 1

The writer does little more than give a reason for selecting this piece *it is more interesting to read* and then summarizes the paper. The writer does not explain why the piece is more interesting and only briefly touches upon what s/he would change —*have my paper checked by some other people for errors* —before submitting it, without much reflection about it as a piece of writing.

Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

I would choose my writing: what I think about the school system. I say my school is ruin. I mean the school is "broke" (no money), damages always happens, dumb security guards, and teachers that don't teach. I would choose this writing because it tells the truth about are schools. And gradaly other schools will bring in writing. And I would also tell you the good things I or we can do to change this school into a good manners. But I wouldn't change nothing about the school system. Everything I put is facts and the truth. I would might just make it longer. Because it just so much stuff in mind of all the school but just to talk about rules

Score 1

This paper begins to address why the selection was chosen *I would choose this writing because it tells the truth* but there is little discernible direction or organization. It is unclear whether the writer is attempting to summarize the subject *I mean the school is broke* or is drifting into diatribe. The writer does not reflect on his/her writing and seems confused at the end about whether s/he is discussing changes s/he would make to the school (the subject of the paper) or to the actual piece of writing. Limited control of surface features makes the paper difficult to read.

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Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

In submitting the two pieces for publication, would use my essay questions for Biology because its informitive and right to the point. My other essay I wrote at the last minute and am not satisfied with it. My Biology essay I was rather happy with and like it the way that it is. The English story gave an idea of My past and this Biology essay is a report of my ideas - and what I think. I feel people would be more intrested in my beliefs than a story The Biology essay kind of makes people think about what their feelings on evolution are it really makes your mind work, as my other one would just let people listen its hard to respond to.

This essay states the ideas of evolution and living organisms and that kind of Biology stuff.

All in all I think the questions were in good taste and my answers gave important opions.

Score 2
In comparing and contrasting the two writing samples the writer show some ability to reflect *it's informative and right to the point. My other essay I ... am not satisfied with.* However, the ideas remain vague: *and that kind of Biology stuff.* The idea that readers will be interested in the writer's beliefs about evolution lacks support and development. The writer also neglects to say what s/he would change about the piece and ends this paper with a vague sentence that seems off the point.

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1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

The piece of writing that I have chose to submit for a classroom publication is titled, "The Vitamin C Controversy." I have chosen this piece of writing because I feel the information that I have enclosed in this writing piece has numerous details about Vitamin C that many people do not know about. I feel my piece of writing would let a various number of people know that vitamin C should be in their daily diet.

In this writing piece I have included that vitamin C was an ascorbic acid discovered by a man named Linus Pauling, who earned the Nobel Prize for Chemistry in 1954. Vitamin C is known for preventing the common cold — to curing cancer. Many people may not know, but vitamin C is an essential nutrient in the human diet. Some think that vitamin c only comes in a tablet form, but you can ifulfill your daily requirement by eating foods that are high in vitamin C. Vitamin c asserts that the symptoms of the common cold can be lessened and often completely prevented by ingesting large

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amounts of this nutrient. Vitamin C also has a role in the fight against cancer, this nutrient can stimulate the body's own natural immune system to work effectively against the disease.

Therefore, vitamin C can fight against cancer and prevent the common cold if the nutrient is taken properly. Before submitting this piece of writing I really don't feel there is anything that needs to be changed.

01-6506-00754

Score 2

The writer states that a reason for choosing this piece is the fact that it includes *numerous details about Vitamin C that many people do not know about.* The rest of the paper, however, is basically a retelling of the paper itself, with only occasional references to the fact that it is information that people may not know. There is a minimal attempt at supporting detail. The lack of reflection about the writing, as well as the lack of response to the question of what the writer would change, keeps it at the 2 level.

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Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

for a classroom publication the portfolio piece I would submit would be the piece on "What is Accounting and Why is it Important?". I chose this topic Because I felt it brought my writing skills up to-date. There would not be any changes on my portfolio piece. Why? Because I had made three rough drafts, I used dictionarys thesaurusis for spelling and the use of other words. Also my portfolio samples have been edited by the teacher who's class I wrote this piece on.

Score 2

Attention to the task never wavers in this paper. It does state a reason for the selection *I chose this topic because I felt it brought my writing skills up to-date* but no explanation or details from the text are given. The writer states s/he would make no changes to the paper and backs up his/her choice with several good reasons that are again, not supported with text.

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Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

If I were asked to submit one of these pieces of writing, I would choose the English paper. This is because it makes for more interesting reading than a chemistry lab report.

A lab report consists of facts and calculations and will bore a person out of their mind if they are forced to read it. An English paper, on the other hand, may be slightly more interesting.

I feel this piece of writing from English was one of my better attempts at writing, because I was writing about something that really happened. It was a story about something I love to do, which is fish.

If I would change anything about this story I would probably put a better introduction and conclusion to the story. I also could use some figurative language.

As I read my story again I notice I am missing a few small words like "a" and "the". I would also change in the story

Score 3

This writer shows some thought about what makes a piece of writing interesting and uses a comparison approach to his/her advantage. The writer points out that the English paper *makes far more interesting reading* because a lab report *consists of facts and calculations and will bore a person out of their mind.* Lack of specifics about the English paper keeps it from the 4 level, but some important points are made. The writer does provide supporting details on how s/he would improve the paper, but these points could use more critical analysis.

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1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

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If I had to choose between both of my writings, Social Worker and the Rebel, I would say the Rebel is the best one. It's more interesting and exciting. I also don't want to be a social worker anymore. I would rather be a lawyer but anyways to get back to what I was saying. I do like my story The Rebel a lot better! I wrote this story with some ideas from some friends. They weren't aware that I had used them until I was finished. It wasn't like they wrote my story or anything like that. (Don't get me wrong) It was just the stories about when they were younger they had a born and joining the U.S. Army. You know simple things like that. The things that I used weren't really ment for the story. When I was told about these stories, I changed them all around. I guess I'm not suppose to tell you that because it's suppose to be my original work. You know nothing is really

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original anymore. Everybody gets their ideas from here and there so I don't see what's wrong with that.

If I had a chance to change anything I wouldn't really change the story I would discribe the characters (Jamal, Jacob, Jamica, Jesse, Jillion, the British, the Town's people, and Jamal's wife) better and the setting. Like for example when the British were killing the farm animals I would say something like, when the British were killing the cows one by one they were screaching for thier lives like they knew what was happening. And when the British burnt the barn and the house I would discribe it like when the house was a flames the flames were 10 feet taller then the house and they were spreading across the fields because it was so dry and the ten acres burned for weeks. So really what I'm trying to say is I would make my story more discriptive in many

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different ways but I would not change it to where the Story was to different.

Score 3
This 3-level paper demonstrates the writer's ability to reflect on his/her own writing. However, the analysis is too general *It's more interesting and exciting* and loses focus with the discussion about the ideas for the story coming from friends. The discussion about what this writer would change is especially strong and gives some specific examples, but a lack of organization makes it hard to follow.

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Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

If I were to choose one of my writings to be published, I would choose the one about the book Uncle Toms Cabin. I choose this one because I think I did a good job writing it, and so did my teachers. I think it was a very well thought out paper with good ideas in it. I used three examples, and one quote from the book which I think helps the reader understand my paper better. My paper was written in good form, which also helps the reader understand. I had an opening paragraph which explains my topic and my ideas about that topic. Then I went into detail in the following paragraphs about my ideas. Then I ended with a final paragraph, based on mostly personal feelings. I think that this paper was good because a lot of it is how I personally feel. Not because it's what Harriet Beecher Stowe wrote about. But because I agree with her strong feelings about anti-Slavery and racism.

If I were to make changes to my paper before it got published, there's not much I would change. It could use

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Writing Form A - Part 1

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Some more examples and quotes. But other than that I wouldn't change anything. I think that when you write a paper, you should write what you are feeling at that time. If I made a lot of changes then my paper wouldn't be the same as when I wrote it. I'm proud of this paper and like it the way it is. That is why I wouldn't make many changes.

01-650G-00003

Score 3
The writer reflects on many aspects of what makes the writing effective , including content, organization and details. Beyond these features, s/he shows an even deeper insight in mentioning that the paper works well *because a lot of it is how I personally feel* and *because I agree with her (Harriet Beecher Stowe's) strong feelings.* The discussion of form and changes is only somewhat supported by general assertions and lacks specific details or examples from the text.

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Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

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Looking over both of the writing examples, I chose the English writing assignment. On this assignment, we randomly picked topics to write about. Our English teacher came around with cards, on those cards were a topic on which we had to write about. I picked a card that said "Stud" on it. So I had to write and explain, what is a Stud. In this writing assignment we had to do a lot of explaining, and give many examples. We also had to compair and contrast.

I chose this writing assignment for several reasons. One reason was that I got a very good grade on it. My teacher said that I did an excellent job. For example, we had to do compairing in this writing assignment and I compaired a stud to Arnold Schwarzenegger. My teacher said I also did a great job explaining the question, what is a Stud. For example, in

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my conclusion I gave a good answer to what a stud is. I wrote" In short, a stud is every ladies dream guy. The perfect man. A stud is what every guy wants to be like, and what every women wants to have. In concollusion a stud is a manly man, a strong, well groomed, terminator." My teach really liked this conclusion. I also chose this writing assignment, because it was fun to do. I normally don't like writing, but I really enjoyed writing on a stud. I also chose this, because I spent a long time in writing it. I normally procrastinate and wait till the last minute to do a writing assignment. Not this one, I at least spent a week and a half on.

There may be a few things that I would change. I would change my introductory. My introductory was boreing and plain. For example, I stated "A stud is strong, handsome, tall, stacked

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blond hair blue-eyed." You don't exactly get a perfect image in your mind on what a stud looks like. I also reapeted myself a lot in this assignment, and I would have liked to change that. For example I kept on writing a stud is a perfect man. I also went on to too many details explaning a stud, it kind of draged on twards the end. All in all I wouldent change that much stuff. I still think it was a good piece of writing.

In conclusion I wouldent mind writing more assignments, like this one. I enjoyed it and thought it was a neat idea.

01-6506-00591

Score 4
This writer uses specifics throughout the well-organized paper. S/he is reflective, explaining why the topic was exciting to him/her, as well as giving several reasons for choosing the topic: *I got a very good grade on it... it was fun to do.* There are also several well-chosen examples from the text that back up these ideas. The discussion of what the writer would change is also thoughtful; s/he points out specific parts of the text that s/he would change and explains why: *I also repeated myself a lot in this assignment, and I would have liked to change that. For example...* Overall this is a thoughtful, reflective paper despite occasional spelling errors.

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Writing Form A - Part 1

1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

Out of my two writings I would chose my research paper over my chemistry essay. I would do this for several reasons I spent a couple of weeks putting my research paper together and only a couple of minutes writing my chemistry essay.

The first reason that I would chose my research paper is that it has more information in it. It has things about the University of Michigan that most people don't know, like 95% of the students attending the University of Michigan scored between 26 and 29 on their ACT's.

A second reason that I would chose my research paper is that it was more neatly done, I put together note cards, outlines and rough drafts before getting the final copy. On my chemistry paper I just wrote down the first thing that came to mind.

Thirdly I would chose it because it would better apply for a classroom publication. This is because my research paper is about a college that many students would be interested in. My chemistry paper was something we had to do for a fun assignment.

Those are the reasons I would chose my research paper over my chemistry essay. It

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has more information, it was neatly done and, it had a better class application.

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Score 4
This paper is a well-organized, detailed explanation of the writer's choice that effectively uses a comparison approach. The writer makes three clear points about the piece: *it has more information...it was more neatly done... and it would better apply for a class room publication.* S/he then uses specific examples to back up each point made. The effectiveness of this approach outweighs the fact that the writer did not address the issue of what s/he would change.

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1 1 1 1 Begin writing **PART 1** on this page. 1 1 1 1

For my piece of writing I chose "Camping Down at Big Traverse". The reason why I chose this piece of writing is because it is detailed so the reader or audience can understand or follow through in what I am trying to say. For example I'll give some examples of how detailed the paper is. "I always hold back on taking my first dive because the water is like ice." "It is refreshing as on a cold winter's night." Another example would be, "I remember when my brother and I would always gather up drift wood like two little Indians. By looking at these examples you can picture in what I am trying to explain. There's also some good adjectives in the paper. "the royal blue sky", "bright twinkling stars.

There are some things I would do before submitting it. I probably would revise it better. Making sure there were no grammatical errors or spelling errors. I would also look at the sentence structure, making sure there were a variety of different sentences structures to make it more interesting. I would also try

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Writing Form A - Part 1

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to put in more detail so the reader or readers can fully understand what I am trying to say, more better. I also do not want to ramble on, because the reader would get bored and lose interest. So, overall I want the reader to enjoy what I wrote, and understand in what I wrote.

01-6506-00453

Score 4
This writer gives a clear reason for the selection and backs it up with several specific and appropriate examples from the text. The changes the writer says s/he would make are somewhat general. There are some reasons given for how such changes would benefit the audience: *I also do not want to ramble on, because the reader would get bored.* Despite a few grammatical errors in this piece, it displays reflection about the writing.

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Michigan Educational Assessment Program

HIGH SCHOOL PROFICIENCY TEST

FORM A
SESSION 2

(PREVIOUSLY PART 3)

RELEASED
ANCHOR PAPERS
WITH ANNOTATIONS

COMMUNICATION ARTS: **WRITING**

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SESSION 2

(Previously Part 3)

COMPOSING AND COMMUNICATING MEANING: EXTENDED WRITING TASK

DIRECTIONS:

The purpose of Session 2 is to write a thorough response. You will have 110 minutes in which to write a carefully considered response to the writing topic below and transfer it to your ANSWER DOCUMENT. Use your time wisely, but do not feel you need to fill every page of the ANSWER DOCUMENT.

The scoring guide that will be used to score your paper is on the back page of your test booklet. You may want to review it prior to writing your response. You may use pages 8-13 in this booklet for notes, freewriting, outlining, clustering, or writing your rough draft. You may organize this time in the manner that works best for you.

The final copy of this paper will be scored as polished writing, so you should give careful thought to revision (which is rethinking ideas) and polishing (which is editing and proofreading). You may use a dictionary, thesaurus, or spelling or grammar book if you wish. However, an alarm wristwatch is not permitted. No additional paper should be used. Extra paper will not be scored. The final copy MUST be written in black or blue ink. Do not use correction fluid (white out). If you need to make a correction, cross out the error and write the correction above or next to it.

Remember, only writing entered in the ANSWER DOCUMENT will be scored. Nothing in the test booklet will be scored.

EXTENDED WRITING TOPIC:

We have all at some time learned something from a choice we have made. **Write a paper in which you examine how making a choice helped you or someone else discover something.**

You might, for example, do **one** of the following:

evaluate an important choice you have made

OR

tell how you can learn something from a bad choice

OR

examine an instance when you had to decide between two equally good alternatives

OR

consider a time when you made the right choice but still felt bad

OR

discuss how a good choice for one person may be a bad choice for another

OR

take any of several other approaches to discussing this idea.

Your audience will be interested adult readers who may not have read your writing from Session 1.

Scoring Guide for Communication Arts: Writing

Here is an explanation of what readers think about as they score your writing.

Session 2
(Previously Part 3)

4 The writing is engaging, original, clear, and focused; ideas and content are richly developed and supported by details and examples where appropriate. Control of organization and transitions move the reader easily through the text. The voice and tone are authentic and compelling. Control of language and skillful use of writing conventions contribute to the effect of the presentation.

3 The writing is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. The presentation is generally coherent, and its organizational structure is functional. The voice, tone, diction, and sentence structure support meaning. Use of writing conventions is not distracting.

2 The writing has some focus and support; ideas and content may be developed with limited details and examples. The presentation shows some evidence of structure, but it may be artificial or only partially successful. The tone may be inappropriate or the voice uneven. Sentence structure and diction are generally correct but rudimentary. Limited control of writing conventions may interfere with meaning some of the time.

1 The writing has little focus and development; ideas and content are supported by few, if any, details and examples. There is little discernible shape or direction. The writing demonstrates no control over voice and tone. Faulty sentence structure and limited vocabulary interfere with understanding. Limited control of writing conventions (such as spelling, grammar/usage, capitalization, punctuation, and/or indentation) makes the writing difficult to read.

Part 3-writing is not ratable if:
A off-task
B illegible
C written in a language other than English
D blank/refused to respond

Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

One day my Gym teacher told us about if ~~I~~ you don't want ~~to~~ do anything ~~at~~ in the Gym class, then don't come Gym class, go home ~~or~~ stay another classroom, so I went home, then teacher call me and parents

This choice was ~~I~~ not bad. I think, because ~~I~~ Teckar told me about I can go home. I learned don't believe that ~~t~~eacher any more.

I learned about what is bad choice from my parents. They always ~~t~~ell me ~~th~~ what is bad choice before I do something, but if I ~~h~~ choosed bad choice, then my parents ~~to~~ teach me thats bad.

If I made choice but still feel bad, then I will keep doing, because I made it. ~~I~~ and I don't care about my feel. but I care about another peopl feels, because I can't do anything with mysely. The exsample is company, study, business, and train. These things need many peopl to work, so I care about other persons feel.

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Writing Form A - Part 3

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The good choice make happy but bad choice make unhappy. The ~~ep~~example are election of president. ~~everyone going to vote, then one guy will be~~

& The everyone choose own choice, then one guy a will be president, but other guy can't be president.

Score 1
Poor control of basic writing conventions as well as limited vocabulary make this paper difficult to understand: *If I made choice but still feel bad, then I will keep doing, because I made it.* There is no discernible direction as much of the meaning in this paragraph is lost due to lack of clarity. No overall organizational plan is apparent as the writer rambles from an incident in P.E. class to a discussion of choosing the president. The paper has no real beginning or ending, and the content is limited by the lack of clear details that might help the reader understand the connections between ideas.

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3 3 3 3 Begin writing **PART 3** on this page. 3 3

When I was about 12 or 13 I was on the lake and I had a young boy (michael) about 8 w/ me, also w/ me was my best friend Jeff who was 14 at the time, whitney (12) and wesley 10 was with me. We had 5 people in the boat, a boat small in size about 12 to 14 feet in length. The seas started getting rough, the mighty ship was tossed, if it wern't for the carage of the fearless crew the minnow would be lost, the minnow world be lost.

We hit shore on some enchanted desert Isle. We had a radio, some food, and a road flare. We radioed for help, they answerd they said they would be there in one hour. We waited for them, they finally showed up and rescued us. When we got home I had an important desicion to make. To eat one bowl of wheaties or two bowls of wheaties. You may ask how does this effect anyone else, well you see that if I eat one bowl I stay thin if I eat two bowls I help General Mills make $ therefore helping the economy

Score 1
The writer does not seem to approach the topic here in any serious fashion. In fact, all details pertaining to the boat trip, Gilligan's Island, and the rescue prove to be irrelevant as the writer fails to establish a clear connection between these details and the choice which finally emerges in the last two sentences: whether to have one or two bowls of cereal. This shows a lack of focus and organization that are necessary to give the paper some shape or direction. The minimal development that is offered is only marginally related to the stated choice and takes the focus away from the prompt. Run-on sentences, as well as an overall unevenness in tone, keep this paper at the 1 level.

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Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

Well. I learn something from a bad choices I chose to smoke weed. I shouldn't of made that choice but I was peer-pressured sometimes, sometimes I did it to be cool, and did it because I wanted too But now I wish I didn't do it. It messed up my athletic abilities and my lungs. So finally I said one day I will not smoke no more. And I stopped. Some times I want to do it, but I stay strong. Weed might make you feel good on the outside but not on the inside. But for me, I making good progress, so I am happy.

Score 1
This paper shows a minimal attempt to address the writer's choice to stop smoking marijuana. Although the writer's decision is presented in a chronological fashion, none of his/her motivations to stop smoking are developed in any way, showing a lack of necessary detail. Also, the inappropriate shift in tenses indicates a problem with basic writing conventions. The writing also suffers from poor control of usage, and the use of a double negative shows little awareness of grammar conventions. Sentences are flat and choppy, and the attempt to provide insight in the last paragraph is weak: *Weed might make you feel good on the outside, but not on the inside.*

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Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

Choices are they good, or are they bad. Some are good, and nothing but good will come from them. Some choices are not always good, but if a bad choice is made good will come out of it; that is it will be sort of a lesson.

Some choices are not always good, but if a bad choice is made good will come out of it; that is it will be sort of a lesson. Now bad choices don't have to be life or death choices to be able to learn something. For example, say someone's mom goes to the store, and isn't sure what chips to buy. And sure enough she buys the one's her son/daughter doesn't like. Now when she gets home she'll hear an ear full, and know not to buy those chips again. This choice was harmless, but some choices can cause much more harm even a loss of a persons life.

Some people make very bad choices, and are not able to learn from them, but set an

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Writing Form A - Part 3

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example letting others learn from their bad choices. Say a friend was drinking a large amount of alcohol, and decieded to drive home. He knew he was intoxicated, but still thought he could drive. He also figured he'd drop a couple of friends off. On their way home the driver isn't paying very much attention, and plows into a brick wall Killing everyone in the car. Now not everyone will pay attention to this tragedy and not drive drunk, but it will help some people make the right decision in choosing not to drink in this case.

Some choices are not always good, but if a bad choice is made good will come out of it; that is it will be sort of a lesson. If bad choices were not made every now and then we would never learn from our mistakes and the world wouldn't be the same place.

Score 2
The beginning and ending both suffer from a repetition of vague and abstract terminology. Also, the use of phrases such as *Say someone's mother* and *Say a friend was* makes the overall tone of the writing choppy and uneven as s/he moves in and out of a conversational voice. Some errors in punctuation interrupt the flow of ideas. The sentence structure and basic writing conventions stay solid yet simplistic throughout. However, a lack of development of many points keeps the paper at a lower level.

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Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

IS IT POSSIBLE TO Learn from THE CHOICES we make? THIS is a question THAT SHOULD BE easy TO answer. If It Wasn't PossiBLe to Learn from our CHoices, BOTH Good and Bad, we would not BE THE SOCIETY THAT we are Today.

In early Civilization man Had TO Survive from Predators. one Choice THAT man had was "WHERE TO LIVE." many chose caves, yet oTHers chose TO Live outside. THAT Proved To Be a deadly choice. However, Man Learned from THAT, and from THAT day on Knew not TO Live outside. THAT is a good Learning exPerience from making a Bad choice.

Learning from Choices Isn't Limited to early man However. Society Is STill Learning. for instance, someone chose TO Have Intercourse, and THen contracted THE A.I.D.S virus. Society THen Learned THAT IT was Transfered By Sexual fluids. now, we as a society, can CHOOSE TO ABSTAIN from Intercourse. THIS is only one example of How society IS STILL Learning Today.

So "IS IT PossiBLe TO Learn from THE CHOICES we make?" THE answer SHOULD BE CLear now. Choices HELP US Learn, and with Knowledge, we can THen make BETTER choices In THE future. THEREfore, "IT IS POSSIBLE TO Learn from THE CHOICES we make".

Score 2
This writer chooses a purely informative, abstract approach, and, in so doing, sets a difficult task as s/he writes about "choices" expressed originally in the prompt. The organizational plan, although clear, is minimal. The writer provides no development or insight. The ending is merely a repetition of the question posed originally in the beginning. Also, flat, list-like details and abrupt transitions *THaT is a good Learning exPerience from making a Bad choice* keep this paper at a 2 level. The random use of capitalization interferes with the flow of the paper and makes it difficult to determine where sentences begin and end.

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Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

The way I understand. is that we as a class can do what we done in part ~~two~~ and IN large it. So here it goes.

The topic on choice was this year writing thing. One choice I can think that help me the most is going with girl. Her name is Miranda. Nice don't you think. You'd ask me what is so import about a girl

See, I've never had many girlfriends, and I get nervous asking them out. I'm mostly afraid of get laughed at, and/or mad fun of. So you see I don't make many choices.

About three weeks ago I asked her out. It working ok. She some my modulation during this test. She's told me to do all I can do and everything should be fine. So, that what I'm doing, my best...

She does take the test for another year. She'll do fine. She's very smart and she can

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Writing Form A - Part 3

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can write 100% better then me.

Well, I getting off the war path so, back to choice.

In life a person has alot of hard choices. Some easier then others. Miranda was one of those hard choices but, It was a smart one.

A choice I can think of now is Michigan High School Proficiency Test. I refer to it as the "test". If I dont pass it, I hope I have a choice to use my MEAP to graduate.

I look at it this way. Life is full of choices. Chosing the right choice is the problem.

Now, it is your turn to make a choice. You already made one. That is to grade all these test; Here another. If you think this paper is good, bad, or none of the above it a choice. This is one of easyest choice, ~~write~~ maybe you'll make all day. So for me make it the bot you can do.

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Writing Form A - Part 3

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For me, choices maybe will be easier one day. For now I take on at a time. Thankyou for your time.

Score 2
This writer conveys some sense of the problems he faced in making choices related to asking out Miranda and taking the MEAP test. The organizational plan is loose, and the shifts in focus between Miranda and the test create uncertainty as to what choice the writer is discussing. In some instances, poor control of writing conventions is distracting: *I 'm mostly afraid of get laughed at.* There is some development, although minimal, and an attempt to provide an ending, both of which help bring this paper to the 2 level.

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Writing Form A - Part 3

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In the past I have been faced with many important decisions. While some have been more important than others they still all must be thought out very carefully so that the best outcome will prevail each time. In the past year I ~~XXXX~~ faced a very important decision about my career. Here is what it was: I am a hockey player, a pretty good one too, Well I had two choices to choose from and I knew that It would not be easy because both alternatives had an equally good outcome. First, I could stay at home and play for the local High School hockey team, probably be the top player on the team, and work hard in school, or Second, Try out for this team in May — where hundreds of kids from all different cities around the country come to make, here I would probably be one of the bottom players, but I knew my career in hockey would benifit. I would also have limited time to work on academics.

In this paper I will tell you which one I chose, and evaluate the outcome. You have seen my options about and you probably

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Writing Form A - Part 3

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agree with me when I say that the alternative are equally good. Im sure you also agree that the choice would be a difficult one for anyone in my states!

The Alternative I chose was to play for the team in May. Here is what conditions followed my decisions: I was one of the last picks on the team, therefore I must strive to get better each time I'm on the ice. I didn't know many of my teammates. Hockey would be taking up alot of my time, practicing 3 nights/week 4 hours each night, and games every weekend from October through March. When chosing this option I chose to excell in my hockey career and that's what I tried to do, but I also knew that it would be difficult to maintain my current 3.4 GPA. The good things I saw to come out of it were their also. I would get alot of experience. Scouts from college and Junior teams would see me play. And All in all I would improve as a Hockey player.

The alternative I passed up was also a good one. If I would've chose to stay at home and play on the high school team I would've been the best player on the team.

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Writing Form A - Part 3

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Every one who plays their knows me. My dad is the head coach, and I wouldn't have plenty of time to work on academics which is good in ways that I could be given money for college if I did exceptional.

So know that you know which one I chose, and which one I passed up I bet that you are wondering how I feel about my choice, and If I think it was a good one? Well that is exactly what I'm going to tell you.

My year of hockey in May with this elite bunch of hockey players was definitely a positive experience. Coming onto the team I was one of the last picks and barely made the cut. This put me in a very bad spot. Each practice I worked my butt off to try to improve. I also forced myself to work in the gym to become bigger and stronger, and all this while keeping my grades up. It is now the end of the year, everyone on the team is better, including me. I feel that I am one of the better players now rather than one of the worse. I am also proud to say that my GPA hasn't dropped a bit,

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I have put some weight on from lifting and I am very proud of myself.

On the other hand, If I would chose to play on the high school team to play on, I feel that I wouldn't have improve in hockey at all, but my grades might be a little better. I also feel that my attitudes would be a alot different because If I was the best on a team there would be nothing to work for and I wouldn't ~~have~~ had to work hard at all.

So you see that making a choice with two equally good alternatives sometimes hard to do. In my instance, the one I chose worked out pretty good And I'm happy with the choice I made. I do think that If I would've chose the other one I'd be happy too, but that's the whole point. Both outcomes would've been good. I'm just glad that my choice didn't backfire and leave me stranded in the wrong place wishing that I would've chose the other.

Score 3

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Although this paper could benefit from some editing, the writer articulates every facet of his/her choice to try out and play for the out-of-town hockey team. At times, the writer's transitions are abrupt and unsophisticated. The writer makes good use of varied sentence structures, and there is some awareness of audience that helps with understanding: *where hundred of kids from all different cities around the country come to make.* The writer uses some upper-level vocabulary and some humor: *anyone in my skates!* Small but consistent surface feature errors do not detract from the writer's effectiveness.

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Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

When I was born my mother and father seperated. So I never knew who my biological father was until about seven years ago when I met him for the first time and even now I can't say I know anything about him. I haven't heard anything from him since the first time I met him. I don't even know where he lives.

When my mother seperated from my biological father, we moved from California (where I was born), to Oak Michigan. This is where we still live and where my mother met my "Step father. I refer to him as father never step father because he has been here for me all of my life.

I had to choose whether or not I wanted my father (step) to adopt me and to use his name. So I had to choose between my biological father and my (step) father. It wasn't hard when I thought about it at first because I of course wanted my (step) father's name because he has always been there for me and has accepted me equally as one of his own. So my choice was to use my (step) fathers name.

After I made my choice I knew deep down that the choice I made was right, and I was very happy with it, I still am. But after I had first made the choice to use my (step) father's name there was a little part of me that felt bad. I felt like I was throwing out my chance to ever get to know my father. I wondered if he hated me because

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maybe he thought I hated him, or if he even cared about me and just went on with his own life. I felt guilty because I thought maybe It was my fault for not knowing my father, and I was being rude by taking someone elses name istead of the one I was born with.

I am Seventeen now and Iam still very happy with the choice I made. I hurts to know that there is someone out there who knows that a part of them exsits. I know now that after talking with my mother about how I felt at first, Iam not at fault for not knowing my father. She assured me that he dosen't hate me but I don't really know that because I've never heard him say it. Who knows I probly never will. All I know is that deep down in my heart Iam happy with who I have as my father, he is a hard worker and very important to me, and I know Iam very important to him.

Score 3
The choice in this paper, while clearly articulated, suffers from lack of focus. The writer moves from one topic to the next without any clear organization. Run-on sentences and awkward sentence structures are particular problems. On the other hand, a genuine, heartfelt voice does emerge as the loose organization adequately reflects the writer's ambivalence towards taking his/her stepfather's name. On the whole, the writing is competent although it lacks the immediacy one might expect with a better-crafted description and ordering of detail.

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Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

I have made many bad choices in my life and I learned something from just about all of them. I will tell you about some of the bad choices in my life and what I learned from them.

One bad choice I have made in my life was stealing my father's truck. It was about 9:00 P.M. on a Friday night. I just got dropped off by one of my friends because he had some errands to do. I went in my house and no one was home, but my dad's other truck was in the driveway. I decided right away that I was going to take it and go see my girlfriend because I thought that my parents were staying at our other house for the weekend. I looked everywhere for the keys and found them so I started up the truck and left. The evening went pretty well for me until I finally got home at 4:00 in the morning and my parents were home. Did I ever get the chewing out of my life. I definitly learned something from that bad choice and it was to never steal my dad's vehicles again and I never have again.

Another bad choice or a bunch of bad choices that I made, I will never forget. It was getting close to the weekend and my friends and I needed to get some alcohol for the weekend. The first bad choice I made that weekend was to steal it from my dad's bar.

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Writing Form A - Part 3

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We got the beer out of there with no problems and I stashed it in my parent's travel trailer. What happened after that was all bad choices, so I'll make a long story a short one. We snack out of my house on Friday, grabbed the beer and went up the road to the park and got drunk. We all acted dumb and got busted by my parents. I learned a lot from those bad choices really quickly. I have never stolen anymore beer and I have never acted dumb whenever I got drunk ever since.

In conclusion, I have learned that you can only learn from a bad choice if someone catches you all tells you that it was a bad choice. If a person made a choice and nobody heard about it, it wouldn't be a bad or a good choice because we base what is a good or bad choice on the reactions of other people.

Score 3
The examples of bad choices given by the writer are adequately developed and relate to the conclusion s/he draws from them: that good/bad choices are based on other people's reactions. Overall, organization is tight with few extraneous details. However, the writer has some problems handling complex structures and uses abrupt transitions. On the whole, the writing is competent. Occasional surface feature errors and the general list-like quality of the details do not seriously hamper understanding.

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Writing Form A - Part 3

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"Do you want to come with me to get my hair cut?" reads the calculator that my friend Shawna plugged in using the alpha key during algebra III / Trig class.

"Sure," I whisper, for the teacher has his back to us.

I love makeovers. Shawna's hair is long and naturally curly. She's had this hairdo for some time now, so I convinced her to get it updated. She made an appointment at a local salon for 3:15 today.

I try to pay attention to the scribbled equation on the board, but my thoughts wander.

"$A^2 + b^2$ is c^2..... should she get four inches cut off? That's a drastic change... To get B alone, take the square root of $c^2 - a^2$....."

Brrriiing. The bell signals the end of the day.

I race to my locker and double check my list of homework tasks.

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Writing Form A - Part 3

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I have everything - now, I must find Shawna. She is waiting for me, as usual, next to the water fountain. I push my way through the crowd of bustling students.

"Excuse me.... pardon me.... coming through.... there you are!" I say as I spot my good friend.

"Ready to go?" she asks me excitedly.

"Yup," I say. "The question is 'are you ready'?"

"I think so."

Shawna revs up the engine of her small blue car that we nicknamed the "Blue Bullet," and we are off to the salon. When we arrive, a pretty brunette tells Shawna to follow her. I want to watch, so I follow, too.

As the scissors snip away at Shawna's lovely locks, I pretend to flip through a magazine while watching.

"Wow!" I think. "It looks really great on her!"

Thirty minutes later, my buddy

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is a changed person. She looks wonderful. We grab our coats from the waiting room and she pays the cosmetologist. It's freezing outdoors so we bundle up, then head straight for the shelter of the Blue Bullet.

I keep my head down to protect myself from the bitter bite of the wind, and as I open the car door, I notice a thick brown wallet near the tire. Shawna notices too.

"Oh, my! We must return it to the owner somehow!" Shawna says in astonishment. I agree so I tell her we should bring it to the police station, which is a quarter of a mile away.

We jump in the Blue Bullet, ~~and~~ destined to arrive at the police station. I peek into the wet leather wallet and gasp.

"His entire life savings must be in here!" I sputtered. "I have never seen so much money. Boy, I bet this person's feeling pretty hopeless!"

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I search through the mass of credit cards and cash for any indicator of who it belongs to. Ah-hah! Mr. Johnson.

Shawna and I pull into the parking lot of the police station and dash to the door that promises warmth and protection inside. One officer looks up.

Shawna explains to him what happened and that all we want is for the poor man to have his wallet back. He jots our names down in case the owner wishes to contact us. We turn to leave.

"Wait," says the cop. "Thank you very much. You two have made the right choice in returning this wallet. This would needs caring people like you."

"Your welcome," we reply, and I realize we did make the right choice. We drive home in silence; and after making this decision, I discovered how proud of myself I was!

Score 4

The choice in this narrative approach is skillfully revealed toward the end of the paper, and the events leading up to that choice are well handled and engaging. This writer appears to introduce the topic as a friend's choice to get a haircut but instead uses this as a tool to lead up to the choice of turning in a lost wallet to the authorities. The opening description and narration of school may, at first glance, appear to have little to do with the prompt, but in fact the writer is able to use this sophisticated approach to her advantage, establishing character and voice that enhance the story. The dialogue is skillfully used as the writer demonstrates the ability to interweave description and narration in order to illustrate the division of her thoughts: *A2 + B2 is C2... Should she get four inches cut off?* Small errors in mechanics do not detract from the writing, and general control contributes to the effect of the presentation.

Writing Form A - Part 3

3 3 3 3 Begin writing **PART 3** on this page. 3 3 3 3

"Would you like fries with that?"

This is a question we've all heard while ordering at a fast food restaurant. What we might not realize is that the answer to that question is a choice. Although it is not an important one on the surface, if you compare the way you make this choice and the way you make other choices, the process is identical.

If the person ordering is already positive that they do not wish to order fries, they've just made the simplest choice possible. By making their decision before the choice was proposed, they have set their mind a certain way. It will be harder to change their mind or they may not give the question a second thought and simply reply, "No thanks." If we are faced with a choice that we already know the answer to, for instance, if a person has decided on their career, it is easier to make the choice we want to.

If this person at the restaurant is on a diet and knows they shouldn't eat fries due to the grease, they have a choice to do what they know is right and refuse the fries, or do what is wrong and buy them. People are faced with choices like it constantly. The choice students and teenagers have; whether they will drink, smoke or do drugs, is a good example. Even though a person may know what the right choice would

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Writing Form A - Part 3

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be, they are being taunted by the wrong choice. This wrong choice may look harmless or even fun at first glance, but in the long run consequences may have to be payed for the choice that was made.

Suppose the person in line just can't make up their mind. In knowing he needs to answer soon, he turns to his friend next to him and asks, "Should I get fries?" His friend is there to lend his advice and help make the decision. Many choices that a person will make in their lifetime will be crucial. If there is unsurety in the choice to be made there are many people willing to help us. When a student decides on which classes to take for the following year in school, they may need help in picking out the schedule that will benefit them in the future. Guidance counselors are available to give advice to these students. Parents, teachers, and doctors are just a few of the other sources from which we can recieve help from.

The final way to view the choice about the french fries is the hardest. Perhaps this person has never seen a french fry or doesn't know what one is. Do they say yes, or no? Not being familiar with the choices is very difficult because a person doesn't know what to expect. If someone is buying a car and has a choice between two different kinds of cars that they have heard nothing about, the decision is hard to make. One or

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Both care may be excellent or not good at all. The outcome will not be known until after the choice is made.

Choices, choices, choices - they're everywhere, your turn. They can't be avoided, bypassed, or ignored, but must be faced head on. However big or small the choice may be, always pick the best decision. You never know what one single choice may end up deciding.

Score 4

Technique is handled skillfully by this writer. By using *Would you like fries with that?* as both an extended metaphor and an organizing principle, the writer is able to skillfully describe the mental processes that go into making a choice. The discussion flows naturally, sentence structure is varied, and small errors do not detract from the overall impression that the writer has control of this piece. The focus of the writer is maintained despite the apparent shifts that are inherent in the approach that s/he is taking. S/he ties everything into one choice and applies the opening sentence to a number of possible scenarios, clearly developing each idea in each paragraph. Complex sentence structures contribute to the flow of ideas, and the writer is in control of writing conventions.

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Writing Form A - Part 3

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Making a decision can be a very difficult thing to do. The decision you make could affect a part of your life or the people you love and care for. Whenever making a decision, you should always consider the pros and cons of all possibilies. Then you need to decide which approach would be best for you. You should also put in mind how it will affect yourself and others.

I was in a situation last year, where I had to make a pretty important decision. My family: mom, dad, four sisters and brother (and of course myself), was planning a trip to Florida for two weeks in the spring. We would drive down there in a motor home, go to Disney World for a few days, and spend the rest of the time in the Keys. My family had been waiting and planning this trip for what seemed like forever. We were all excited and anxious for the time to come.

It was a month before the trip to Floridaand we were all slowly getting

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ready to go. We got some new clothes, swimsuits, made reservations, and started getting the motor home ready. I was just sitting in my room watching T.V. one night, when my mom came in. We were just talking for awhile when she, out of the blue, asked me if I wanted to stay home while the rest of the family went to Florida. I was shocked and wondered where that had come from. She explained to me that I was sixteen now and she just didn't know if I would have as much fun as the others. She thought I might be kind of bored. She made sure, however, that they all really wanted me to go, but they just thought I was old enough to make up my own mind.

I told her I would think about it and I did. I took everything into consideration. First I looked at staying home alone for two whole weeks. The longest I had ever stayed home alone before would have been only two or three nights. It made me feel independant. I liked

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the feeling of being on my own, and I thought it would be a good experience. After all I could do just about whatever I wanted to do. However, before I could decide I had to look at my second choice: going to Florida. I had waited a long time to go there. I would also get to spend some time with my family. I knew that they all wanted me to be with them because they were really excited to go.

After much thought I made up my mind. I was going to Florida. Everyone was very pleased including myself. I had a wonderful time there. I think back on this and I'm glad I made that choice.

If I would have stayed home, I would have just done the same old things that I usually do. Sure it might have been kind of exciting, but not as exciting as going to Florida. It is completely different than my hometown in Michigan. I would have been jealous when the rest of the family got home and told me what I missed out on.

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In conclusion, if you have made a good decision, you will always be able to look back on it and be happy because of it. Like in my situation; I really wanted to have it both ways, but I couldn't. To this day I am still glad I chose the choice I did. Next time you want to make a decision look at all aspects of it first!

Score 4
The writer here has a strong grasp of technique and organizational control. Transitions are effective and add to the fluency of the paper. The writer builds suspense skillfully and conveys his/her excitement as options are weighed. Overall pacing is even as the writer provides equal support for staying alone and getting to spend time with the family, and withholds the outcome of his/her decision until the end. The writer also uses complex and varied sentence structures resulting in a clear, strong voice: *Sure it might have been kind of exciting, but not as exciting as going to Florida.* The skillful use of standard writing conventions contributes to the effectiveness of the paper.

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